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SOCIALIZATION TACTICS, CONTENT, AND CAREER EFFECTIVENESS: THE  
ROLE OF POLITICAL SKILL IN CONTEXTUAL ADJUSTMENT AND  
EFFECTIVENESS

By

FRED R. BLASS

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Department of Management  
in partial fulfillment of the  
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## ABSTRACT

This research formulated and tested a process model of socialization tactics and content as they relate to personal learning and career effectiveness. The research consisted of two studies varying in scope, but designed to provide convergent validation evidence. First, Study 1 was conducted in order to test several salient aspects of the proposed model. Study 2 provided a more extensive investigation of the proposed relationships. More specifically, this research examined the outcomes of the relationship between the collective and serial socialization tactics (Van Maanen & Schein, 1979) and the politics and people categories of socialization content (Chao, O'Leary-Kelly, Wolf, Klein, & Gardner, 1994). In turn, this research sought to examine the effects of socialization tactics and content on individual political skill (Ferris, Kolodinsky, Hochwarter, & Frink, 2001) and political skill effects on career effectiveness (Hall, 1976, 2002). It was proposed that individuals that experienced collective and serial socialization tactics, would report a higher level of knowledge regarding the content categories of people and politics. Furthermore, it was proposed that individuals would, as a result of socialization processes, experience greater personal learning in the form of increased political skill, which, in turn, would result in increased perceptions of career effectiveness. In general, the results of this research supported the proposed relationships.

## CHAPTER ONE: INTRODUCTION

Socialization is the process by which individuals adopt the attitudes, values and culture of the organization (Bauer, Morrison, & Callister, 1998). As individuals come to understand the values, abilities, expected behaviors, and social knowledge that are essential for assuming a role in the organization, and for participating organization members, they move toward value congruence with the organization (Chatman, 1989, 1991; Christiansen, Villanova, & Mikulay, 1997). As dramatic organizational changes are continuously transforming the role of the individual, organizational members are faced with a social context of greater significance than ever before. Organizations are experiencing ever-increasing change, and individuals in those organizations must be imaginative, creative, and continuous learners if they hope to achieve career success (Vaill, 1996).

Career success is important to individuals as well as organizations. However, as more organizations encourage individuals to manage their own careers, career pathways are blurring (Wayne, Liden, Kraimer, & Graf, 1999). As organizational hierarchies flatten and shift from role-based networks to knowledge-based networks, individuals who once charted careers based on organizational structures now must navigate through social structures to achieve success (Rousseau, 1997).

For individuals to be successful in this dynamic knowledge-based environment, they must continuously model their organizations for knowledge to guide their behavior.

Cues can be taken from organizational structures and processes, from interpersonal relationships and social interactions, and even learned vicariously (Gioia & Manz, 1985).

Information technology is hastening the proliferation of once privileged information. Thus, information regarding the work environment, once gleaned from organizational structure and policy (Dirsmith, Heian, & Covaleski, 1996), is now more commonly provided by social networks and through organizational culture (Ferris, Perrewé, Anthony, & Gilmore, 2000). As the structural cues diminish and individuals turn to social structures for information, they are likely to be faced with the realization that certain types of knowledge represent their most valuable assets for advancement (Judge & Bretz, 1994).

Researchers interested in how and what individuals learn in organizations typically present knowledge as belonging to one of two basic categories: declarative and procedural (Cohen, 1991; Cohen & Bacdayan, 1994; Gioia & Manz, 1985; Melone, 1994; Nelson & Winter, 1982, Nonaka, 1994; Mieg, 2001). The first category of organizational learning, declarative knowledge, alternatively known as explicit knowledge, refers to the facts and theories that can be articulated and transferred across individuals, time, and space (Grant, 1996). The second category of organizational learning, procedural knowledge, also referred to as tacit knowledge, is discernable through its application. Furthermore, in contrast to declarative knowledge, the transferability of procedural knowledge, is slow, costly, and uncertain (Kogut & Zander, 1992).

In regards to learning however, Lankau and Scandura (2002, p.779) stated that “acquiring technical job knowledge and declarative and procedural information about an

organization are no longer sufficient learning outcomes.” They argued for the development of higher-level mental models that emphasize formulating new ways of understanding and emphasize personal development. They proposed this learning could be categorized as “relational job learning” (i.e., viewing oneself in relation to others within the context of work) and “personal skill development” (i.e., skills and abilities that enable better working relationships).

The purpose of this research is to explore the relationship between socialization processes and personal learning. Specifically, I investigated the extent to which political skill, which is representative of both relational job learning and personal skill development, is significantly influenced by two dimensions of socialization tactics and two dimensions of socialization content. Furthermore, this research examines the relationship between personal learning (i.e., political skill) and the outcome of career effectiveness.

### **The Context of the Problem**

Organizations are central to modern life and they provide the backdrop to a large part of our social existence. The context of living in modern times, in particular, is dominated by organizations. Organizations can be characterized as an amalgam of structure and people, creating a framework for social interaction, organizational roles, and the pursuit of both personal and organizational goals (Baumeister, 1989).

Bacharach and Lawler (1980) asserted that the preponderance of research in organizations can be coalesced around two primary perspectives, each essentially defined by their unit of analysis. The first, which focuses on the organization as a whole, assumes that the organization is a rational system comprised of interdependent parts that are

functionally bound by a common goal. Bacharach and Lawler pointed out several problems inherent in this perspective, including its failure to depict organizations as dynamic entities subject to conflict and change.

The second dominant perspective in organizational research, according to Bacharach and Lawler (1980), emphasizes the individual. From this perspective, the organization is viewed as a collection of individuals. This perspective is based on the assumption that to understand the organization, we need to understand the individuals acting within it. A limitation of this approach is its inability to explain how individuals coordinate their activities with others to accomplish shared objectives.

Whereas the rational perspective fails to consider the internal dynamics of organizations, the individualistic approach fails to consider the contexts and structures that influence individual actions. In this research, socialization is viewed as an interactive process in which forces generated by the organization directed at getting individuals to adopt its values and attitudes interacts with those forces within individuals to sustain their own attitudes. The result is varying outcomes ranging from over-conformity, to healthy adaptation, to dysfunction, to job termination (Schein, 1967). The underlying assumption in this approach is that most behavior is closely embedded in networks of interpersonal relations that exist within an organizational context, and, as such, is not solely or even primarily a function of organization nor individual attributes (Granovetter, 1985).

### **Purpose and Intended Contributions of the Research**

The intended purpose of this research was to assess the validity of a proposed model of the organizational socialization process whereby specific socialization tactics lead to specific socialization content, which, in-turn, facilitates personal learning (see

Figure 1). This approach to the study of organizational socialization is important because it has been neglected in socialization research. Virtually all socialization research has focused on how socialization processes shape and influence individual attitudes and values in a direction congruent with the organization (Bauer et al., 1998). The proposed research is unique in that it proposes that specific aspects of the socialization process significantly influence personal learning. The proposed research argues that political skill is in part representative of personal learning, and, therefore, is a knowledge-based outcome of socialization, thus providing a unique perspective from which to study organizational socialization.

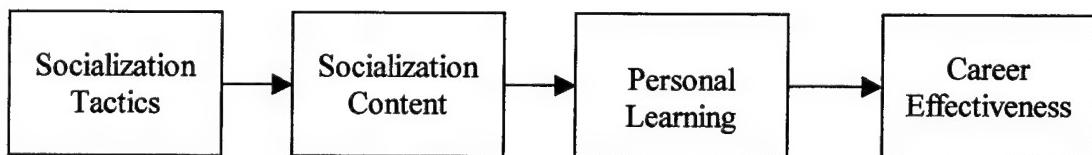


Figure 1:  
Organizational Socialization and Contextual Adjustment Model

### **Organization**

This dissertation is organized by first presenting a review of the relevant literature in Chapter Two. This chapter introduces the existing literature on socialization, political skill, and career effectiveness, and it is organized according to the proposed model. In the first section, the organizational socialization research is presented, and it is primarily categorized into two major streams: tactics and content. Also discussed are the outcomes most commonly associated with socialization research.

The next section of Chapter Two introduces the construct of political skill. As a relatively new construct, research on political skill only recently has been undertaken. It is proposed that political skill is a form of personal learning, and, as such, is at least partially derived from shared experiences with other individuals (Nonaka, 1994). Consistent with Ferris, Treadway, Kolodinsky, Hochwarter, Frink, and Douglas (2003), this perspective views political skill as reflective of an individual's social perceptiveness and capacity to adjust to situational changes in a manner that inspires trust and confidence within a given context and that, in-turn, facilitates the effective influence of others.

In the final section of Chapter Two, research on career effectiveness is presented. Central to the research in career effectiveness is the work of Douglas Hall. The literature on career effectiveness is reviewed to illustrate that personal learning should be a significant predictor of career effectiveness (Sternberg, 1997).

Chapter Three presents the results of a pilot study (Study 1) undertaken in order to provide support for salient aspects of the proposed model. This chapter is organized into two primary sections: methods and results. In the first section, discussions of power analysis, population sampling, operationalization of the constructs, and an overview of the statistical analysis methods used are included. In the second section, the results are presented and discussed.

Chapter Four presents the research methodology undertaken in Study 2, which assessed all of the linkages illustrated in the proposed socialization model. As in Study 1, discussions of power analysis, population sampling, operationalization of the constructs, and the proposed statistical analysis methods employed are included.

Finally, Chapter Five highlights the importance of this research and its contribution to our current understanding of socialization processes in organizations. Additionally, Chapter Five includes a discussion of the limitations of this research, as well as directions for future research.

## CHAPTER TWO: LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

### Theoretical Considerations

#### Role Theory

Organizations are often characterized as collections of roles organized to meet some demand for goods or services, and to serve the needs of the individuals that make up the organization (Friedkin, 1998; Katz & Kahn, 1966; Merton, 1969; Tsui, Egan, & O'Reilly, 1992). These roles are defined by the nature of the goods and services produced, as well as the level of the organization in which the roles reside. A central assumption in this research is that individuals assume various roles within organizations. With each of these roles, there are attending expectations set forth by peers, supervisors, and subordinates. (Katz & Kahn, 1966; Merton, 1968). These expectations are in the form of implicit contracts between individuals and their peers, subordinates, and supervisors, and they include cues on aspects of work related behavior such as, desired behaviors, organizational norms, values, attitudes and justice.

According to role theory, individual effectiveness is viewed as the degree to which individuals match the expectations of their role in the eyes of their subordinates, peers, and supervisors (Graen, Orris, & Johnson, 1973; Tsui, 1984). The resulting work experiences and interactions can have a profound effect on the value systems of individuals (Weiss, 1978). Indeed, this socialization process is continuous throughout

one's career, and individual values may go through numerous modifications (Schein, 1968).

Norms for individual behavior are largely defined by an individual's role within a context of the network. As individuals interact with others, a network of roles and their attending behavioral expectations, known as a role-set, is established. These role-sets are laden with certain prescriptions for expected behavior (Merton, 1968; Katz & Kahn, 1978; Tsui, 1984).

An individual's role within an organization provides an important vantage point from which to view organizational politics. Chao et al. (1994) pointed out that organizational politics plays an important role in the socialization process of individuals into the organization. They suggested that new employees must learn a political dimension relative to their organizational roles in order to gain an understanding of informal work relationships and power structures within the organization. Implicit in Chao et al.'s research is the notion that role changes require an individual to re-socialize to the new role-set, thus suggesting that the political dimension is directly contingent on the individual's role-set.

### **Social Cognitive Theory**

Whereas Role Theory addresses expectations for individual behavior within the context of the organization, Social Learning Theory addresses how those expectations and behaviors are learned. In this research, it is suggested that political skill is a result of "learning the informal rules of the game." In other words, political skill reflects knowledge and understanding acquired through a social learning process facilitated and reinforced by mentorship relationships. The social learning process, as presented by

Wood and Bandura (1989), provides a useful framework for examining how political skill is developed. Wood and Bandura suggested that the development of people's cognitive, social, and behavioral competencies is accomplished through mastery modeling, cultivation of self-efficacy, and increased motivation through goal-setting.

These three aspects of social cognitive theory can illustrate how mentors serve as political instructors by modeling desired behaviors providing encouragement and support, and leading protégés in realistic and ambitious goal-setting .

**Mastery modeling.** The first aspect, mastery modeling, is essentially observational learning, and is governed by attentional, cognitive, behavioral, and motivational processes. In a mentor-protégé relationship, attentional processes are represented by mentor behavior as observed by the protégé. Cognitive processes are those processes influenced by increased protégé understanding of organizational issues gained from mentor. This is an active process of transforming and restructuring information in the form of rules and conceptions. Behavioral production processes are manifest in an increasing skills Finally, motivational processes of the protégé are influenced by the mentor as the mentor leads the protégé in career planning, presents an image of success, or influences the protégé's perceptions of advancement opportunities (Wood & Bandura, 1989).

**Self-efficacy.** The second aspect of social cognitive theory is the cultivation of self-efficacy. Wood and Bandura (1989) proposed that self-efficacy is instilled and strengthened in four ways; mastery experiences, mental modeling, social persuasion, improved physiological state. The development of efficacy then is a combination of vicarious and experiential learning. As individuals witness others' successes, their own

self-efficacy is enhanced. As the individuals realize personal success, self-efficacy is further strengthened.

**Goal-setting to enhance motivation.** The final aspect of social cognitive theory, according to Wood and Bandura (1989), is the cultivation of motivation through goal setting. This proposes that people seek to satisfy goals, and, that in turn, provides fulfillment. Conversely, unsatisfied goals lead to discontent. The resulting discontent leads people to self-regulate their behavior towards achievement of their goals by setting valued standards that mobilize them to reduce or eradicate the discontent. Once accomplished, new goals are created, and subsequently satisfied. This, in effect, creates guides and motivators for present action that leads to outcomes in the future.

Role Theory and Social Learning Theory are central to this study because individuals are socialized into their organizational roles by a myriad of influences ranging from organizational policies and structures to peers and mentoring relationships. As individuals experience socialization, they are motivated to learn through goal setting, and acquire the interpersonal skills that guide their behavior through mastery modeling. The resulting self-efficacy, although generalizable to some degree, is largely organization specific, socially contingent, and continuously redefined.

### **Organizational Socialization**

Socialization is the process by which people, beginning with infancy, learn to become effective participants in social relationships. Social psychologists seek to understand the relationship between individuals and the groups to which they belong, and as such have been interested in the agents of socialization, the processes of socialization, and the outcomes that are the result of socialization (Michener & DeLamater, 1999).

More specifically, Wanous (1980) viewed organizational socialization as a process involving both the organization and its employees that results in mutual acceptance by both parties.

One of the earliest essays on socialization was written in 1919, by Edward Alsworth Ross. In his article titled “Socialization,” he defined socialization as the “development of the *we* feeling in associates and their growth in capacity and will to act together” (p. 652). Although his focus was on society in general, his observation that individuals sharing a master experience were likely to segregate toward one another, foretold of the prevailing mindset that would dominate organizational socialization many decades later. In another early essay on socialization, Almack (1925) suggested that group efficiency was based on a collective identity of purpose. He argued that this identity of purpose is congealed through socialization, and that efficiency in socialization is dependent on the presence and cooperation of the group, similarity of group members, presence of leadership in the group, and an identity of ideals and objectives.

What was lacking in the early research was context specificity. Dornbusch (1955) addressed this in his study of the United States Coast Guard Academy. He argued that from the moment individuals enter into an organization, they are formally and informally socialized into the organization’s culture. This specificity reduced the scope of the socialization process from the broader context of an individual’s role in society to that of an individual’s role within an organization. Also during this period, researchers were beginning to suggest a relationship between socialization and occupational careers. This allowed for propositions regarding at what point organizational socialization begins, and

how it influences an individual's sense of occupational identity (Becker & Carper, 1956) and career mobility (Becker & Strauss, 1956).

However, it was not until the work of Edgar Schein (1961, 1962, 1967, 1968), that research in organizational socialization began in earnest. In his earliest work, Schein (1961) based his assertions concerning managerial socialization on the work of Kurt Lewin and Herbert Kelman. Schein proposed a model of influence and change that utilized a 3-step approach to change (Lewin, 1947), and included the notions of identification (Kelman, 1958) and internalization. This model became the foundation of the organizational approach to socialization. Schein's (1961, 1962, 1967, 1968, 1971) research interests clearly focused on the process of organizational socialization. Indeed, his work with John Van Maanen (1979), and their development of a taxonomy of socialization tactics, is a significant influence in organizational socialization research today. Two of these tactics, (i.e., collective and serial) are included in this study. The Van Maanen and Schein (1979) taxonomy is discussed in greater detail in the following section.

In an early study on the importance of a collective experience in socialization, Evan (1963) argued that those employees that had a shared training experience were less likely to leave the organization than those that did not. Evan argued that new employees assumed dual roles within the organization (i.e., student and employee), and the expectations regarding these roles were not always compatible. The relationships formed in the collective socialization experience became a form of social support, and as such, alleviated strain and tension among the new employees.

Similar to the earlier points raised by Becker and Carper (1956) and Becker and Strauss (1956), Berlew and Hall (1966) also emphasized the importance of a newcomer's first year in an organization. Their results suggested that a person's first year in an organization is a critical year for learning. They showed that a newcomer's first year job challenge correlated strongly with later performance and career success. They argued that new members are "standing at the boundary of the organization," and that this can be a significant source of tension as the individual desires to become incorporated into the "interior." This tension creates considerable motivation to make sense of the surrounding environment.

They argued that individuals are more receptive to organizational cues during this period than they will ever be again, and that what is learned during this period becomes the core of the individual's organizational identity. Similarly, Denhart (1968) argued that individuals entering a complex organization for the first time, and who are unacquainted with the "central values" of bureaucratic participation, must undergo a process of socialization with respect to these patterns.

In a prelude to the Van Maanen and Schein (1979) taxonomy, and in an attempt to identify the structural component of the socialization process, Cogswell (1968) proposed three general categories of social structure that influence the course of socialization: novice-agent relationships, setting, and target roles. The first, novice-agent relationships, focuses on the dyadic level of social exchange, the second, setting, addresses a more generalized social setting, whereas the third, target roles, considers the relationship between the socialization objective and the process of obtaining that object. In a similar argument, Kemper (1968) suggested that there are three important types of reference

groups; that is, the normative, the role model, and the audience. Furthermore he argued these three referent groups serve to foster achievement level striving.

In one of the earliest studies on anticipatory socialization, Bucher, Stellinge, and Dommermuth, (1969) showed that socialization experiences in training programs, such as medical school or graduate education, can play an important role in the development of peer culture. Also, to a considerable degree, this prior socialization has a strong influence on professional role development. Miller and Wager (1971) showed that individual's exposed to extensive professional socialization experiences demonstrated a professional role orientation, whereas those exposed to extensive organizational socialization experiences demonstrated a bureaucratic role orientation. Essentially, they argued that extensive professional socialization resulted in "cosmopolitans" and extensive organizational socialization resulted in "locals" (see Gouldner, 1957). In contrast, Alutto, Hrebiniak, and Alonso (1971), concluded that students passing through various educational structures are more differentiated by their personality characteristics, such as interpersonal trust and authoritarianism, than they are by professional socialization processes.

By the middle of the 1970's, research in organizational socialization lacked general propositions regarding the structure of socialization processes. Research by Feldman, (1976), Van Maanen (1975, 1978), and Van Maanen and Schein (1979) addressed this shortcoming. Feldman suggested that socialization was a process that occurred in stages, and Van Maanen and Schein proposed it was a process delineated by specific tactics.

## **Stages of Socialization**

As previously mentioned, by the 1970's, research in socialization tended to consist of general propositions, and had failed to identify critical variables in the socialization process. In an attempt to remedy this deficiency, Feldman (1976) proposed that organizational socialization occurred in three phases, and argued that distinct and different activities occurred at each stage. He contended that the stages of the socialization process consisted of anticipatory socialization, accommodation, and role management.

**Anticipatory socialization.** Anticipatory socialization includes all of the learning that occurs prior to organizational entry. Feldman argued that it included such activities as forming expectations, and making decisions about employment. Additionally, he argued that there were two process variables, realism and congruence, that indicate an individual's progress within this stage. Realism is similar to current conceptualizations of realistic job preview (Wanous, 2000), and congruence is consistent with contemporary conceptualizations of person-organization fit (Kristof, 1996).

**Accommodation.** The second stage of socialization, according to Feldman (1976), was accommodation. In this stage, the individual is viewed more or less as a newcomer and as an information seeker within the organization (Morrison, 1993a). He suggested that there are four main activities in this stage: learning new tasks, establishing new interpersonal relationships, clarifying roles within the organization, and evaluating progress within the organization.

**Role management.** The final stage of socialization, role management, essentially refers to maintaining relationships and mediating conflict between the individual and his

or her work group and other work groups. Feldman (1976) pointed out two types of conflict that are crucial to manage during this stage: conflicts between work life and home life, and conflict between others in and around the work place.

### **Socialization Tactics**

As previously mentioned, the Van Maanen and Schein (1979) taxonomy of socialization tactics is one of the major developments in socialization research. Similar to Feldman (1976), Van Maanen and Schein recognized the need for general propositions in socialization research. Indeed, their taxonomy continues to be used by researchers as a frame for studying socialization (Allen & Meyer, 1990; Ashforth & Saks, 1996, Baker & Feldman, 1990; Griffin, Colella, & Goparaju, 2000; Jones, 1986; Saks & Ashforth, 1997). The tactics are categorized as collective versus individual, formal versus informal, sequential versus random, fixed versus variable, serial versus disjunctive, and investiture versus divestiture, and they are argued to represent the spectrum of formal organizational socialization processes.

**Collective versus individual.** This tactic refers to the degree to which a group of individuals goes through a common set of experiences together (Becker, 1964; Dornbusch, 1955; Evan, 1963; Wamsley , 1972). On the collective side, individuals are treated as a cohort because they experience training or education together. Examples of the collective approach include basic training for military recruits, pledging in fraternal orders, and intensive group training. On the individual side, individuals experience their training or education in isolation. Examples of this approach include apprenticeships, internships, or on-the-job-training.

**Formal versus informal.** This tactic refers to the degree of segregation that occurs between those being indoctrinated and the regular organizational membership (Cogswell, 1968; Dornbusch, 1955; Van Maanen, 1975; Wamsley, 1972). The formal perspective clearly delineates those being indoctrinated, thus leaving little doubt as to the position of the individual relative to others in the organization. Examples of the formal approach include police academies, professional schools, and Ph.D. students. Conversely, with an informal approach, no effort is made to distinguish the newcomer as such. This approach is characterized as laissez-faire, and is mostly ad hoc in nature. Examples include any situation where a member is accepted as belonging to the group, and is not necessarily labeled as new or in training.

**Sequential versus random.** The degree of formality and the clarity of the boundary passages are the characteristics of this tactic. A sequential approach describes a specific sequence of clear and unambiguous objectives required to attaining a desired role (Wamsley, 1972). Whereas random socialization refers to a process which is ill defined, ambiguous, or always changing, examples of a sequential approach include the specific processes and milestones necessary in becoming medical doctor, a lawyer, or in earning a Ph. D.

**Fixed versus variable.** This tactic describes the temporal aspects of socialization to the degree that there is a specific start and end point, and the points in-between are clearly punctuated. A fixed approach would clearly specify the time required for boundary passage, whereas a variable approach would offer no such information. Examples of a fixed approach include a consistent relationship between tenure and

promotion or transfer. Conversely, a variable approach would not reveal any discernable pattern.

**Serial versus disjunctive.** In this tactic, experienced members of the organization act as role models for new members. A serial approach is commonly referred to as mentoring, because experienced members essentially groom newcomers who are destined to assume similar positions in the organization. Consider the police rookie who is intentionally paired up with a veteran rookie in order to “learn the ropes.” In the disjunctive approach, newcomers must develop their own definitions of situations because no prior role incumbents are available. Again, using the police rookie example, consider the experience of the first female to join the force. No mentor exists within the organization that can adequately address the assumption of her unique role.

**Divestiture versus investiture.** This tactic refers to the degree to which the organization is willing to embrace the identity of the individual. A divestiture approach values conformity and specifically desired characteristics that the individual may or may not possess, whereas an investiture approach values the unique personal characteristics an individual brings to the organization. Probably the best example of the divestiture approach is of recruits going through basic training. The goal is to strip recruits of their civilian identity and rebuild a new military one. An example of an investiture approach is a software engineering firm that values creativity.

Jones (1986) argued that Van Maanen and Schein’s (1979) socialization tactics constituted a gestalt that was as a continuum with one end representing an institutionalized perspective, and the other an individualized one with the former fostering loyalty and the latter encouraging innovation (Ashforth & Saks, 1996).

Furthermore, Jones suggested that Van Maanen and Schein's typology could be grouped into three broad dimensions of content, context, and social.

Research has largely supported Jones' (1986) continuum assertion. Allen and Meyer (1990) replicated Jones' study and found that socialization experiences characterized as institutional were negatively related to role innovation after six and twelve months, and positively related to organizational commitment after six months.

### **Socialization Content**

In addition to socialization tactics, another major stream in socialization research views organizational socialization from the perspective of what is learned by the individual, and examines the content or curriculum of what the tactics are seeking to convey (Chao et al., 1994; Fisher, 1986). This stream of research is centered on the work of Chao et al. In their study of 594 full-time professionals, they showed support for specific content areas of socialization. Based on the earlier work of Feldman (1981), Fisher (1986), and Schein (1968), they contended that the six categories of organizational socialization consist of: Performance and Proficiency, People, Politics, Language, Organizational Goals and Values, and History.

**Performance proficiency.** With this category, Chao et al. (1994) made reference to the learning of tasks required on the job as well as the identification of what needs to be learned. They observed that the identification of the knowledge, skills, and abilities that needed to be learned and the degree to which those same knowledge, skills, and abilities are learned is directly influenced by organizational socialization. Thus, performance proficiency is the degree to which individuals can identify and satisfy the

criteria for performance as it is defined by their role and valued by their organization, and as such, it provides the context within which the individuals' role reside.

**Language.** This category includes the specific knowledge content of the technical language and jargon. This is central to organizational socialization as it is essential to effective communication between organizational members (Chao et al., 1994). Additionally, the language used in an organization can be viewed as a source of common identity among organizational members, and as such, knowledge of organizationally unique language can provide members a sense of belonging.

**History.** The history category represents the organizations traditions, customs, myths, and culture. Indeed, imbedded in an organization's history is a plethora of information regarding the organization's culture. As individuals learn of key events and incidents that punctuate the organization's history, they can better understand the context within which their actions and behaviors are interpreted by other members of the organization.

**Organizational goals and values.** This category includes the learning of organizational goals and values, and includes the tacit goals and values of influential organizational members as well (Chao et al., 1994). Chao et al.'s organizational goals and values category serves to capture the extent to which the individual is aligned with the goals and values of the overall organization beyond those related to their immediate job or work group affiliations. Like the history category, this category reflects information regarding the context within which the individual's role resides.

**Politics.** This category includes gaining information regarding formal and informal work relationships and power structures, and learning to work from within the

group's culture and deal with political behavior. Chao et al. (1994) suggested that individuals who are well socialized into organizational politics may be more promotable than those who are well socialized with people. They argued that the learning of cultural norms and appropriate behavior patterns implies a political dimension to organizational socialization.

**People.** In this category, the focus is on satisfying relationships with organizational members and finding the right person from whom to best learn about the organization. These relationships can be in the form of work-related or non-work-related relationships, and primarily are the reflection of how well the individual's social skills and behaviors fit within the context of interpersonal, group, and organizational relationships. Therefore, organizational socialization includes adapting to the social environment as it relates to individual roles.

### **Socialization Outcomes**

To date, research in organizational socialization largely can be placed into one of two broad categories (Chao et al., 1994). The first category takes an organizational perspective and focuses on the tactics or processes proposed by Van Maanen and Schein (1979). (Ashforth & Saks, 1996; Ashforth, Saks & Lee, 1998; Jones, 1986). The second area of research views organizational socialization from the perspective of what is learned by the individual, and examines the content areas proposed by Chao et al.

In the first review of socialization research, Fisher (1986) observed that regardless of whether the focus was on process or content, research in socialization had been predominantly focused on attitudinal outcomes such as job satisfaction, organizational commitment, and intentions to quit. She issued a call for socialization researchers to

identify behaviorally relevant outcomes within specific settings in order to better identify which socialization processes or experiences impact on particular outcomes.

In a subsequent review of socialization research, Bauer et al. (1998) observed that a majority of the empirical research since Fisher's (1986) review has continued to demonstrate secondary outcomes such as organizational commitment (Allen & Meyer, 1990; Ashforth & Saks, 1996; Jones, 1986), job satisfaction (Ashforth & Saks, 1996; Jones, 1986), and turnover (Ashforth & Saks, 1996, Jones, 1986). Additionally, Bauer et al. argued that the need is still great to study the primary outcomes of socialization, including role innovation, acculturation, learning and behavioral outcomes. The present research begins to address the shortcomings observed and articulated by Fisher and Bauer et al. by focusing on the primary outcome of personal learning.

### **Recent Socialization Research**

Saks and Ashforth (1997) identified six primary topics of socialization research that have emerged in the past decade. They noted that researchers primarily have been interested in socialization tactics, socialization learning and content, socialization training, proactive socialization, and group socialization. Of direct interest to this research are the first two.

Recent research in socialization tactics still is largely dominated by a focus on the Jones (1986) tactics (Ashforth & Saks, 1997), and in general supportive of Jones' results (Ashforth & Saks, 1996; Ashforth, Saks, and Lee, 1998; Anakwe & Greenhaus, 1999; Black & Ashford, 1995; Cable & Parsons, 2001). In general, the most common outcome criteria in these studies are attitudinal, measuring secondary outcomes such as

organizational commitment, role stress, job satisfaction, intention to stay or quit, and performance (Bauer et al., 1998).

In 1986, Fisher noted that socialization was a learning and change process, yet other than Chao et al.'s (1994) research on socialization content and learning, few studies in the past decade have examined knowledge transfer. Of notable exception is research conducted by Ostroff and Kozlowski (1992, 1993) and Morrison (1993a, 1993b, 2002). In general, these researchers have focused on how socialization processes influence individual learning in such areas as job-related and role-related knowledge.

Although presented separately and often researched separately, the tactics and content perspectives are not necessarily exclusive. Instead, it might be more useful to view them in a linear fashion with tactics leading to content, which in-turn, leads to individual and organizational outcomes. This dissertation adopts such an approach. Specifically, this research proposes that the collective tactic directly affects the people content area, and that the serial tactic directly affects the politics content area. To summarize the key points of socialization research as they pertain to this study, consider the relationship between the collective socialization tactic and the people content area, as well as the relationship between the serial tactic and the politics content area.

### **Serial Tactic and Politics Content Area**

From a serial perspective, new members in organizations seek cues and information regarding their new environment, and they will seek out more experienced members of the organization for answers (Miller & Jablin, 1991; Morrison, 1993a; Morrison, 1993b; Ostroff & Kozlowski, 1992; Ostroff & Kozlowski, 1993). This often results in the initiation of mentoring relationships (Perrewé, Young, & Blass, 2002).

According to Young and Perrewé (2000a), whether or not the initial relationship crystallizes into a mentoring relationship is based on a number of elements such as individual characteristics, career factors, environmental factors, and type of relationship. In other words, the development of a mentorship relationship is based on a complex blend of individual motives of both the protégé and the mentor. Indeed, it is a relationship based on exchange. Not only do protégés desire successful and influential mentors, but previous studies indicate that mentors will select protégés they believe can bring certain desirable traits and/or competencies to the relationship in order to bring greater rewards to the mentor (Allen, Poteet, & Russell, 2000; Young & Perrewé, 2000b).

Ferris, Frink, Bhawuk, Zhou, and Gilmore (1996) proposed that protégés are apprentices who are shown “the ropes” and educated in the ways of the game in the organization. They suggested that mentoring is at the heart of this education process, and the political skill developed by the protégés actually might be the most critical competencies that they acquire in their entire careers. They added that the information passed on to protégés is in the form of organizational context and that this conceptual context provides the necessary “roadmap for the intricacies, boundaries, and informal rules of the game of politics” (p. 31). Furthermore, this privileged information is only provided to the chosen “insiders” and withheld from the “outsiders.” In summary, this research proposes that serial socialization tactics directly result in an increase of the politics socialization content area.

**Hypothesis 1.** The serial tactic is more positively associated with the politics category of socialization content than the people category of socialization content.

### **Collective Tactic and People Content Area**

The collective tactic facilitates a social experience that emphasizes interconnectedness. As newcomers share their socialization experience together, they establish relationships and lay the foundation for what will become their social capital within the organization. This presents an interesting paradox, because these same individuals that are important peer components of social capital, essentially are the competition in the organization's internal labor market (Rosenbaum, 1989)

The people content area is a reflection of individuals' success in their interpersonal, group, and organizational relationships, and is related to the collective tactic because the cohort within which individuals are socialized, to some degree, defines its own norms and rules (Feij, Whitely, Peiro, & Taris, 1995; Feldman, Feldman, & Brett, 1983). Indeed, Barker (1993) argued that an individual's reference group often can exert greater influence than the organization.

**Hypothesis 2.** The collective tactic is more positively associated with the people category of socialization content than the politics category of socialization content.

### **Political Skill**

Organizations are commonly characterized as being political enterprises by researchers (Mintzberg, 1985; Pfeffer, 1981). They consist of individuals interacting within a designed structure that is supported by both material and nonmaterial inducements. As individuals seek to understand the context of their work environments, they develop a "shared meaning" which then becomes the context for their behaviors (Ferris, King, Judge, & Kacmar, 1991). Behaviors that represent individual tactics and

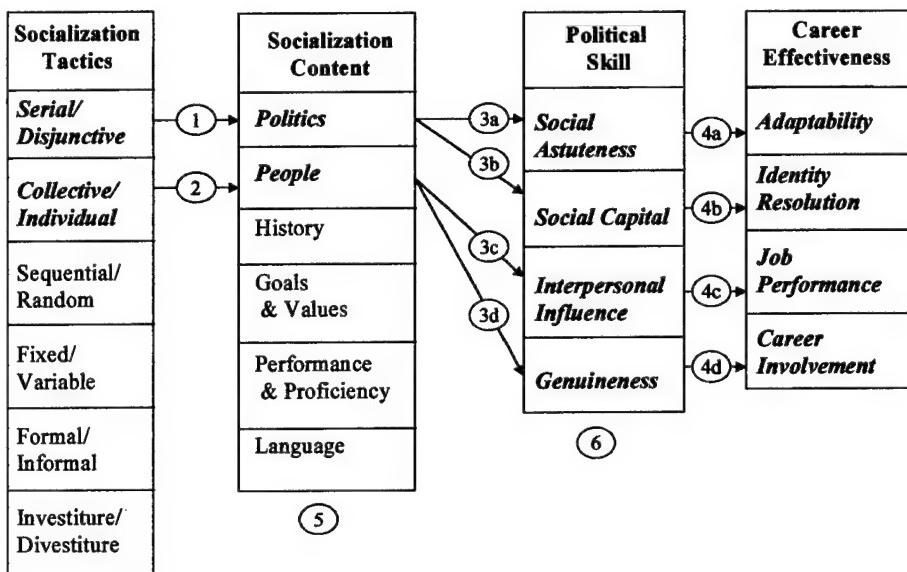
strategies, and are reflective of opportunistic values, are commonly referred to as political behaviors (Ferris, Russ, & Fandt, 1989).

Implied in the above discussion is the notion that organizational politics is a social influence process within an organizational context. In other words it is a refinement of social skills in the context of the organization. If political skill is a refined extension of an individual's social skill, then how is social skill transformed? As previously stated, "shared meaning" in organizations becomes the context for individual behaviors, therefore, political skill is learned and reinforced within this context of shared meaning. Though some people, by virtue of their individual social skill, might be predisposed to developing political skill, organizational and social contexts are necessary stimuli for its development (Ferris et al., 2000).

Following this line of reasoning, the present research assumes that politics is an important part of the socialization curriculum in organizations. Furthermore, the degree to which politics are implicitly encouraged, practiced, and ultimately result in successful outcomes within the organization, might very well be a desired outcome of the socialization process. The implications of understanding just how political behaviors are fostered are many. As socialized employees move into leadership positions, they might be faced with implementing change, redefining job responsibilities, and in general dealing with varying demands and constraints that will invariably call upon their political skills to evaluate and implement courses of action.

So, what, then, is political skill? Ferris, Fedor, and King (1994) asked this question in their call for future research. They posed the question of whether there were certain skills or attributes that would enable an individual to be more politically effective

than another. In an attempt to answer this question, Ferris et al. (2001) proposed that political skill is an interpersonal style. They suggested that politically skilled individuals are highly sophisticated in their ability to adjust their interpersonal style to meet the unique situational demands that arise. Furthermore, they asserted that this is accomplished in a manner that conveys sincerity and disguises any ulterior motives.



**Figure 2**  
Relationships Tested in Study

**Hypothesis 3.** Socialization content areas of politics and people are positively associated with political skill.

#### Dimensions of Political Skill

As previously stated, this study asserts that political skill is representative of some degree of personal learning. This personal learning often is tacit in nature and as such, it is difficult to articulate, is discernable mainly through its application, and not easily

taught or learned (Kogut & Zander, 1992). The Ferris et al. (2001) conceptualization captures the interpersonal nature of the political skill construct. In their characterization of political skill, they argued that it is a social dynamic, and, as such, proposed that political skill is comprised of four underlying dimensions: social astuteness, interpersonal influence, social capital, and genuineness.

**Social astuteness.** Ferris et al. (2001) portrayed social astuteness as a sort of situational awareness. Socially astute individuals are those individuals that are extremely observant of others, and very perceptive of even the most subtle of social situations. They are attuned to situation dynamics, and can adjust their behaviors in a manner that is appropriate for the situation. Leary (1995) referred to this as “prototype correspondence,” whereupon an individual manages his or her impressions to correspond to other role determined prototypes. Typically, socially astute individuals are viewed as ingenious or clever, they possess a social savvy that enables them to interact appropriately with other individuals or groups in social settings.

**Hypothesis 3a.** The politics content area is more positively associated with the social astuteness dimension of political skill than any other dimension of political skill other than social capital.

**Social capital.** Social capital has been defined not as a trait or possession, but rather as an informational and control asset that stems from access to networks (Burt, 1997). Ferris et al. (2001) argued that politically skilled individuals are cognizant of this, and are adept at developing and utilizing social networks. Politically skilled individuals often are viewed as adroit negotiators and often as the brokers of compromise. The result is a favorable social identity and connectedness within a large array of constituents.

Politically skilled individuals inspire commitment and obligation from others, and are perceived to have good standing and influence within diverse networks (Ferris et al. 2001).

**Hypothesis 3b.** The politics content area is more positively associated with the social capital dimension of political skill than any other dimension of political skill other than social astuteness.

**Interpersonal influence.** Interpersonal influence has been referred to as “the ability to produce desired changes in other people” (Leary, 1995, p. 1). Politically skilled individuals possess an engaging personal style that facilitates their ability to influence those with whom they interact. They are regarded by others as being socially skilled and are particularly adept at employing situationally appropriate influence behaviors. A politically skilled individual is therefore one who can assert influence on others in a manner that measured and appropriate for the situation (Ferris et al., 2001).

**Hypothesis 3c.** The people content area is more positively associated with the interpersonal influence dimension of political skill than any other dimension of political skill other than genuineness.

**Genuineness.** Individuals with high political skill are often perceived as possessing a high degree of integrity and sincerity. Due to their social astuteness, their actions are not perceived as manipulative or coercive, and they therefore evoke an image of trustworthiness from others. Ferris et al. (2001) argued that this may not necessarily be an accurate assessment, and, that instead, politically skilled individuals are capable of disguising their agenda or motives.

**Hypothesis 3d.** The people content area is more positively associated with the genuineness dimension of political skill than any other dimension of political skill other than interpersonal influence.

This research proposes that the interpersonal influence is a direct result of the relationships established in the collective socialization tactic and the knowledge of social norms learned and represented in the people content area. Also directly affected by the people content area is the political skill dimension of genuineness, and is a result of the interpersonal relationship and trust established through interpersonal exchanges.

Additionally, this study proposes that social astuteness is practiced and honed using knowledge and contextual insights gained primarily through the serial socialization tactic. These insights reflect the politics of the organization, or the politics content of the socialization process. Finally, it is proposed that increased social capital is the result of the mentor-protégé relationships used in the serial tactic (Feldman, Folks, & Turnley, 1999).

The result is that as individuals gain political skill, they increase their opportunities in the organization. They become the individuals that others model in their own subsequent career development schemes. This self-replication of political behaviors, becomes an informal indoctrination and socialization process. Employees that are fortunate enough to have a positive experience as a protégé, recognize the importance of mentoring and are likely to initiate future mentoring relationships. These new mentor relationships expand the existing social networks, thus replicating the behaviors passed down by the original mentor (Ragins & Cotton, 1996).

To summarize up to this point, this research proposes that collective tactics directly result in an increase of the people content area and, the people content area in-turn positively affects the interpersonal influence and genuineness dimensions of political skill. Also, this research proposes that serial tactics directly result in an increase of the politics content area, and that the politics content area, in-turn, is positively related to the social astuteness and social capital dimensions of political skill.

### **Career Effectiveness**

Hall (1976) argued that “because a career represents a person’s movement through a social structure over time, it forms the link between person and institution; thus, the study of careers provides a vehicle for simultaneously studying institutions and their members” (p. 302). Research on careers has been conceived of in at least two ways. First, the traditional perspective historically has been the dominant model of careers in the United States. This perspective views individuals as exchanging loyalty for job security, and portrays careers in organizations as being structured by internal labor market structures, vacancy chains, and organization policies (Sullivan, 1999). The second, the boundaryless perspective views the relationship with the employer as one based on performance, and that individual’s are pro-active agents determining their job progress (Arthur & Rousseau, 1996). This second perspective is likely to foster greater loyalty to colleagues and the profession than to any employing organization (Dess & Shaw, 2001)

If individuals are to be proactive in determining their career success, then the development of transferable social capital is central to their success (Dess & Shaw, 2001). If, on the other hand, careers are the product of internal labor market structures,

vacancy chains, and organization policies, then the display of organizational citizenship and loyalty is central to an individual's success. Regardless of whether an individual is a "free-agent" or a good citizen, political skill emerges as a potential predictor of career success.

Pfeffer (1989) argued "the current careers literature is, at times, almost naïve in its single-minded emphasis on the primacy of individual needs, goals, and values and the treatment of individuals in isolation from one another (p. 393)." Pfeffer added that a political approach to careers is more realistic in that it embraces such concepts as cohorts and networks, and emphasizes the interconnectedness amongst organizational members as they compete for organizational rewards and resources. This research proposes that the dimensions of career effectiveness are directly related to the dimensions of political skill.

**Hypothesis 4.** Political skill is positively associated with career effectiveness.

#### **Dimensions of Career Effectiveness**

Hall (1976, 2002) observed that, in research, career effectiveness generally has been defined in terms of measures of work performance. Although recognizing the importance of work performance, Hall suggested three additional criterion of career effectiveness. First, he suggested that career involvement or individuals' attitudes toward their career is an important measure of career effectiveness because it is a reflection of how individuals perceive their career. He also argued that adaptability is becoming increasingly crucial to career effectiveness as job mobility and organizational change increase. Finally, Hall suggested that identity resolution, or an individual's sense of identity, is an important dimension of career effectiveness as it includes individuals' awareness of their values, interests, abilities, and plans, as well as, past present and future

concepts of self. In summary, Hall (2002) has defined career effectiveness as consisting of four criteria: (1) adaptability, (2) identity resolution, (3) job performance, and (4) career involvement.

**Adaptability.** Hall (2002) defined adaptability essentially as the avoidance of obsolescence. In an environment of ever increasing technological and sociological changes, managers must constantly adapt to changing situations in order to enjoy long-term career effectiveness. However, Hall and Moss (1998) cautioned that without self-awareness, adaptability becomes a reactionary process with no guiding principles.

It is proposed that the political skill dimension of social astuteness will increase individuals' perceptions of their ability to adapt. This is based on the notion that since adaptability is described as adjusting of behavior as situational dynamics dictate, the adaptive nature of social astuteness should necessarily facilitate individuals' ability to adjust their behavior to meet situational demands.

**Hypothesis 4a.** The political skill dimension of social astuteness is more positively associated with the adaptability dimension of career effectiveness than any other dimension of career effectiveness.

**Identity resolution.** Hall (2002) contended that an individual's sense of identity consists of two components. First, it includes an individual's awareness of his or her own values, interests, abilities, and plans. The more explicit the awareness is, the greater the individual's sense of identity. Hall suggested that the second component of identity resolution is the continuity over time of an individual's concept of self.

This research also proposes that social capital is positively related to identity resolution in that an individual's identity within an organization is largely based on the opinions of subordinates, peers, and supervisors.

**Hypothesis 4b.** The political skill dimension of social capital is more positively associated with the identity resolution dimension of career effectiveness than any other dimension of career effectiveness.

**Job performance.** As mentioned above, work performance typically is measured by using symbols of success as proxies. These symbols include salary, salary increases, position in organization, and number of promotions received over a specific period. Other measures include supervisor evaluations, number of subordinates, and resources controlled.

Also proposed is that the political skill dimension of interpersonal influence is directly related to job performance. The notion here is that to the degree that individuals can assert their influence in organizations, they experience some corresponding degree of success.

**Hypothesis 4c.** The political skill dimension of interpersonal influence is more positively associated with the job performance dimension of career effectiveness than any other dimension of career effectiveness.

**Career involvement.** Career involvement reflects the way an individual perceives and evaluates his or her career. Hall (2002) suggested that this personal evaluation is a subset of the broader class of individual attitudes. Included in this assessment are attitudes toward one's career, assessments of job satisfaction, and organizational commitment.

Finally, it is proposed that the political skill dimension of genuineness directly influences the career effectiveness dimension of career involvement. The rationale behind this assertion is that individuals' attitudes toward their job and their organization are not only a function of the situation but also of individual dispositions.

**Hypothesis 4d.** The political skill dimension of genuineness is more positively associated with the career involvement dimension of career effectiveness than any other dimension of career effectiveness.

Lankau and Scandura (2002) investigated individual learning in the context of mentoring relationships. They found that the presence of a mentor and mentoring functions were antecedents of personal learning. Similar to the present research, they also explored personal learning as a mediator between mentoring functions and organizational consequences.

Similarly, the present research proposes that collective and serial tactics are positively associated with the politics and people content areas, which in turn, are positively associated with political skill. More specifically, this suggests that as social relationships develop, individuals are instructed in the ways of politics in the organization (see Figure 2). The mentoring relationship, which is regarded as mutually beneficial to both the mentor and the protégé (Young & Perréwé, 2000a), may be a significant source of information regarding the politics of an organization. As protégés become successful in the organization (Feldman, Folks, & Turnley, 1999), their mentors gain status and extend their social networks. As this process repeats itself, self-replication of political behaviors occurs, and political environments are reinforced.

Hypothesis 5 proposes that one of the primary sources for learning the politics in an organization resides in the socialization process, and more specifically, in interpersonal and mentoring relationships. Indeed, it is proposed that actual transference of political savvy occurs in these relationships. Peers and cohorts socially construct meaning in ambiguous settings, and mentors instruct protégés on office and firm politics.

**Hypothesis 5.** The politics and people socialization content areas mediate the relationship between the collective and serial tactics and political skill.

Finally, this research proposes that the politics and people content areas are positively related to political skill and in turn, are positively associated with career effectiveness. A political perspective of career effectiveness emphasizes social interactions and relationships. This perspective assumes that politics are real forces in organizations, and, as such, influence individual career success. This point of view is consistent with observations made by Ferris and Judge (1991), who noted that several studies have concluded that politics has an important role in promotion and succession processes and decisions.

**Hypothesis 6.** Political skill mediates the relationship between the politics and people socialization content areas and career effectiveness.

### **Socialization, Political Skill, and Career Effectiveness**

As the nature of organization and their environments become more dynamic, so then does the nature of the social environment. Organizations are shifting from a focus on organization to a focus on organizing, and, as a result, organizational activities are becoming less programmed and more novel (Rousseau, 1997). Additionally, Rousseau suggested that along with this shift comes an erosion of the traditional cues for behavior.

The resulting increase in ambiguity leads to an increased need for socially constructed meaning and sense-making (Louis, 1980).

A direct predecessor to this research is phase 3 of the research conducted by Chao et al. (1994). They explored the relationship between the content areas of socialization and the dimensions of career effectiveness. In addition to establishing support for the six content areas, their results indicated that socialization content accounted for a significant portion of variance in all four of Hall's (1976) career effectiveness dimensions. This study differs from the Chao et al. study by viewing career effectiveness as a secondary outcome (Bauer et al., 1998) of socialization content, and by suggesting that learning is a primary outcome (Bauer et al. 1998) of socialization content. This study also contributes to the body of socialization research in that it studies the direct relationship between socialization tactics and socialization content.

### **Integrative Model of Socialization**

The proposed model (see Figure 2) to be tested is loosely based on propositions set forth by Feldman (1976). As previously discussed, Feldman suggested that socialization occurred in three stages: anticipatory, accommodation, role management. Furthermore, these stages resulted in outcomes such as general satisfaction, mutual influence, internal work motivation, and job involvement. In this research, the anticipatory phase is represented in the sample characteristics. Secondly, it is proposed that the tactics and content areas of socialization represent the accommodation phase. Next, this considers political skill as a form of role management, and finally, career effectiveness is viewed as the outcome.

Therefore, based on the Feldman's (1976) phases, the Van Maanen and Schein (1979) tactics, the Ferris et al. (2001) dimensions of political skill, and the Hall (1976) dimensions of career effectiveness, this research proposes the following relationships: that the serial and collective tactics lead to people and politics content; that this, in-turn ,affects the social astuteness and social capital dimensions of political skill; and finally, that the social astuteness dimension of political skill results in increased adaptability, and social capital results in increased identity resolution.

The proposed conceptualization of socialization tactics and content represents an effort to isolate those aspects of the socialization process that emphasize interactions between individuals in order to better understand the dynamics underlying personal learning. Based on this rationale, it is proposed that the collective tactic is reflective of interpersonal interactions due to its emphasis on cohorts. Similarly, the serial tactic is reflective of the dyadic exchanges inherent in mentor-protégé relationships. Conversely, the formal tactic, by definition, focuses on segregation, thereby inhibiting personal learning. Similarly, the sequential and fixed tactics reflect impersonal aspects of the organization. Finally, the divestiture tactic, by design, seeks to de-emphasize interpersonal relations.

Similarly, this conceptualization proposes that primarily the socialization content areas of people and politics reflect exchanges between individuals. The point here is that these two content areas are reflective of personal learning. Furthermore, it is suggested here that the remaining content areas of performance and proficiency, language, history , and organizational goals and values are less central to personal learning.

## CHAPTER THREE: STUDY 1

Study 1 served as a pilot study for Study 2, thereby permitting initial examination of the validity of portions of the proposed model of socialization processes and outcomes (see Figure 2). As previously mentioned, the dimension chosen to represent socialization tactics was the serial dimension. This dimension was chosen due to the theoretical linkages between mentoring and political skill. All four dimensions of political skill were measured due to the newness of the scale, and to provide for the partial testing of Hypothesis 3. Similar to the rationale for the serial tactic, the politics content area was chosen because of the proposed theoretical link to the serial tactic and political skill. Finally, the career involvement dimension of career effectiveness was chosen due to it being representative of individuals' attitudes toward their career, and as such a potential secondary outcome of the socialization process.

### **Study 1: Method**

#### **Sample**

Hotel personnel from multiple organizations were chosen for this pilot study. This sample provided a reasonably diverse representation of socialization experiences, as the respondents were from multiple organization and multiple geographic regions within the United States. The respondents were participants attending an off-site management

workshop at four different locations in the United States. These locations included Chicago, Detroit, Cleveland, and Albuquerque. Attendees to the management conference were asked to voluntarily take the survey. The data were collected at each of the previously mentioned training sites at the beginning of the training session. Respondents were assured of the confidentiality of their responses.

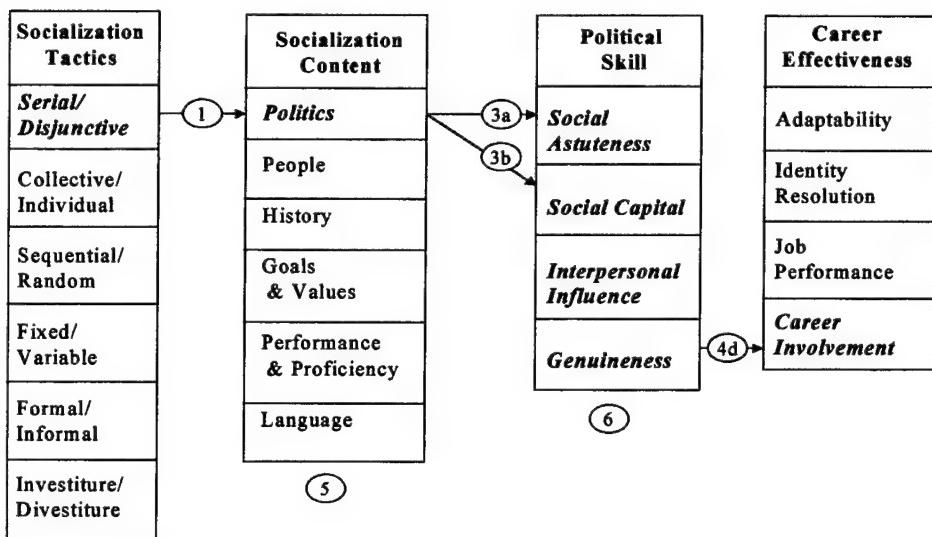


Figure 3  
Relationships tested in Study 1

Over 50% of the respondents held managerial or executive positions, with the remaining classifying themselves as working in operations level positions. The average age of the respondents was approximately 30 years, 50 % were female, 30 % were from an ethnic minority, 53% had a bachelor's degree or higher, average time in the organization was 5.3 years, the average time in current position was 3 years, and the average salary was approximately \$40,00.00 a year.

## **Statistical Power**

Statistical power was determined by establishing the a priori effect size and significance level ( $\alpha$ ). According to Cohen (1969), a power coefficient of .80 is desired. Additionally, Cohen identified 3 conventions of effects sizes as small (.02), medium (.15) and large (.35). Following Cohen's guidance for exploratory studies, this study adopted a medium effect size of .15, and an  $\alpha$  of .05 (1-tailed). Using *Power and Precision* software (Borenstein, Rothstein, & Cohen, 2001), the most stringent hypothesis was chosen to calculate power. Hypothesis 2a considers 11 predictor variables and results in a required sample size of 110 to achieve power of .80. This appears to be consistent with Green's (1991) rule-of-thumb guidelines that estimate sample size at 119 to approximate .80 power. The actual power for this pilot study is estimated to approximate .93 due to useable sample size of 141.

## **Measures**

This survey consisted of 45 items (see Attachment 1) designed to represent salient aspects of the proposed model (see Figure 2). Specifically, the questionnaire was designed to include the serial category of socialization tactics, the politics category of socialization content, all four dimensions of political skill, and the career involvement dimension of career effectiveness. Each of the scales listed below utilized a 7-point Likert-type scale. The anchors were strongly disagree (1) and strongly agree (7). The standard deviations, Ns, and correlations for each of the scales for the combined dataset are provided in Table 3.1.

## **Control Variables**

In addition to controlling for the location of survey administration, self-report items such as age, gender, ethnicity, education level, organizational tenure, job tenure, current position, and salary were included as control variables. Due to the nature of the sample in Study 1, current position and salary were utilized as control variables rather than as components of the job performance outcome variable. The rationale here is that in Study 1, respondents represented a wide range of personnel with varied tenure, pay, and positions within different organizations.

**Serial tactic.** Based on the operational definitions first provided by Van Maanen and Schein (1979), Jones (1986) developed the socialization tactics scale. His operationalization specified each of the six socialization tactics with each tactic considered to be on a continuum ranging from institutional to individual in its approach to socialization. In this study, only the serial tactic was examined, and the 5 items developed by Jones (1986) were used to assess this tactic (see items 1-5 in Attachment 1). The coefficient alpha internal consistency reliability estimate for the serial tactic is .68. This is slightly lower than the .78 reliability Jones (1986) reported, and the .76 reliability found by Allen and Meyer (1990). The lower reliability reported in this study could be attributable to the fact that both previous studies focused on newcomers in organizations, whereas the present study examined the socialization experiences across a range of tenures. Additionally, the smaller sample size, as well as, the different context (i.e., a management workshop) in which this survey was administered could have affected the reliabilities.

**Politics content area.** The Organization Socialization Content Scale (Chao et al., 1994) operationalizes the six categories of organizational socialization content. The present study examined only the politics category, and the 6 items developed by Chao et al. were used (see items 6-11 of Attachment 1). Chao et al. reported the reliabilities for the politics content area as ranging from .78 to .81 over a 4-year period. In the current study, the reliability estimate for the politics content area was estimated at .60. Again, the lower reliability estimates relative to previous estimates could result from the smaller sample size used for this pilot study, and in the different context (i.e., management workshop) that the survey was administered.

**Political skill.** The 18-item political skill scale developed by Ferris et al. (2001) was used to measure political skill (see items 12-29 of Attachment 1). This construct is made up of the four dimensions: Social Astuteness, Interpersonal Influence, Social Capital, and Genuineness. For this pilot study, all four dimensions were included. Reliability estimates for each of the four dimensions are .83 for social astuteness (see items 16, 18, 27, 28, 29 of attachment 1), .84 for interpersonal influence (see items 13, 14, 15, and 23 of Attachment 1), .82 for social capital (see items 12, 17, 20, 21, 22, and 26 of Attachment 1), and .64 for genuineness (see items 19, 24, and 25 of Attachment 1).

**Career involvement.** The dimensions of career effectiveness (Hall, 1976) include Job Performance, Career Involvement, Identity Resolution, and Adaptability. For the pilot study, only the dimension of career involvement was measured. For this study, the 8 items developed by Gould (1979) were utilized. Gould reported the reliabilities for this scale at .83, and reliability for this scale in the present study was estimated at .83 as well.

## **Study 1 Constraints**

Before discussing the data analysis and results of Study 1, it is necessary to clarify several analytic constraints. The scaled down nature of Study 1 did not permit the inclusion of all of the variables of interest, thus constraining the analysis in several ways. To begin with, to adequately test Hypothesis 1, a direct comparison between the correlations of both the serial and collective tactics with the people and politics content areas is required. Because Study 1 did not include the collective tactic or the people content area, complete and direct testing of Hypothesis 1 was not possible. Similarly, the absence of the collective tactic and people content area variables did not permit the testing of Hypothesis 2.

Next, Hypotheses 3a, 3b, 3c and 3d, were only partially tested because the people content area was not included in Study 1. This allowed for a comparison of the correlations of politics content area with each of the political skill dimensions. However, because Study 1 did not measure the people content area, potentially disconfirming data could not be examined for Hypotheses 3a and 3b, and direct testing of Hypotheses 3c and 3d were not possible.

Hypothesis 4 was only indirectly tested using the career effectiveness dimension of career involvement (i.e., Hypothesis 4d). Due to the lack of comparative variables representing the remaining career effectiveness dimensions (i.e., adaptability, identity resolution, and job performance), complete testing of Hypothesis 4 (i.e., 4a, 4b, and 4c) was not possible.

Finally, the data for testing Hypotheses 5 and 6, which predict two different mediating relationships, again permitted only indirect testing due to the limited nature of

Study 1. To adequately test Hypotheses 5, which predicts that the politics and people content areas mediate the relationship between the collective and serial tactics and political skill, both the collective tactic and the people content area must be included in the analysis. Similarly, to test Hypothesis 6, which predicts that political skill mediates the relationship between the politics and people content areas and career effectiveness, the people content area as well as all four dimensions of career effectiveness must be included in the analysis.

Given the previously mentioned constraints, the following results are presented as a series of tests, each contributing, in some unique way, to a preliminary examination of the relationships hypothesized in this research. No single method or test was conducted nor intended, to provide conclusive evidence of the hypotheses. Indeed, such was not the intention of Study 1. Instead, the primary purpose of Study 1 was to provide preliminary support of the relationships in the proposed conceptualization in order to justify the proposed, and more robust, Study 2.

### **Data Analysis**

A Kolmogorov-Smirnov goodness of fit test for normality, as well as a visual inspection of stem-and-leaf plots and histograms, suggested that the data were normally distributed.

To address the issue of common method variance, Harman's Single-Factor Procedure was used. The basic assumption of this approach is that if common method variance is present, a single or dominant factor will account for a majority of the covariance between variables (Podsakoff & Organ, 1986). The procedure calls for all variables of interest to be entered into a factor analysis. The results of the unrotated

solution are then examined for evidence of a dominant factor. In the current study, common method variance was determined not to be a factor due to the absence of a dominant variable after following the above procedure.

To evaluate Hypothesis 1, an examination of the correlation between the serial tactic and the politics content area was conducted. As previously mentioned, Hypothesis 2 was not tested in Study 1.

To evaluate Hypotheses 3a and 3b, a comparison of the correlations between the politics content area and each of the political skill dimensions was conducted. Cohen and Cohen (1983) outlined a procedure developed by R. A. Fisher that transforms independent correlations ( $r$ ) into z-scores. The result is a sampling distribution that approximates normality thus allowing for a direct examination of the differences between the independent correlations. Again as previously mentioned, the data in Study 1 only permit inferential testing of Hypotheses 3c and 3d. This is accomplished through the comparison of correlations following the  $r$ -to-z transformation.

To test Hypotheses 5 and 6, a 3-step mediator analysis regression procedure was used (Baron & Kenny, 1986). The procedure calls for three independent regression equations. The first equation regresses the mediator (i.e., the politics content area for Hypothesis 5) on the independent variable (i.e., the serial tactic for Hypothesis 5). The second step regresses the dependent variable (i.e., political skill for Hypothesis 5) on the independent variable (i.e., serial tactic).

The final step regresses the dependent variable (i.e., political skill) on both the independent variable (i.e., serial tactic) and the mediator (i.e., politics content area). In the first step, the independent variable must significantly affect the mediator. In the

second step, the independent variable must significantly affect the dependent variable. In the final step, the mediator must significantly affect the dependent variable. In addition, the effect of the independent variable on the dependent variable must decrease in magnitude in the last step. For evidence of full mediation, the effect of the independent variable must not only drop, but also, the relationship should drop to non-significance, otherwise evidence for only partial mediation is present.

Finally, to demonstrate additional evidence for the various linkages in the proposed model, several hierarchical regression analyses were used. Hierarchical regression analysis allows for the portioning of variance accounted for by the predictor variables of interest, after controlling for other variables that may have a relationship with the dependent variable. (Cohen & Cohen, 1983; Hair, Anderson, Tatham, & Black, 1998). Additionally, hierarchical regression allowed for the inclusion of the control variables (i.e. location, age, gender, ethnicity, organizational tenure, job tenure, organizational position, and salary).

### **Study 1: Results**

Means, standard deviations, and correlations for all variables appear in Table 3.1. Partial evidence for Hypothesis 1 is provided by evaluating the correlation between the serial tactic and the politics content area.

Hypothesis 3 was tested using the Fisher's z' transformation procedure (Cohen & Cohen, 1983). In this analysis (see Table 3.2), the correlation between the politics content area and each of the political skill dimensions were compared. Because only the politics content area was measured in Study 1, this set of correlations permitted partial testing of

Hypothesis 3 (i.e., Hypotheses 3a and 3b which stated that the correlations of both social astuteness and social capital with the politics content area was stronger than the politics content correlations with interpersonal influence and genuineness). However, due to the non-inclusion of the people content area in Study 1, the testing of Hypotheses 3c and 3d (that the correlations of both interpersonal influence and genuineness with the people content area was stronger than the people content correlations with social astuteness and socials capital) could only be conducted inferentially. Inferential support of Hypotheses 3c and 3d can be found through strong correlation with one another and a lesser correlation with the politics content area than evidenced by social astuteness and social capital.

Similar to Hypothesis 1, partial evidence for Hypothesis 4a is provided by evaluating the correlation between the genuineness dimension of political skill and the career involvement dimension of career effectiveness. To test for the mediating relationships specified in Hypotheses 5 and 6, the Baron and Kenny (1986) 3-step procedure was used. The results, again based on the limited data provided by Study 1 and presented in Tables 3.4 and 3.5, provided partial support for the relationships specified in the proposed model.

Given the limited nature of Study 1, hierarchical regression analyses were used to provide additional indirect evidence of the relationships specified in the conceptual model. The results of the regression analyses supported the hypothesized relationships in the model and are presented in Table 3.3.

**Table 3.1**  
**Study 1 Correlations and Descriptive Statistics for the Variables<sup>a</sup> of Interest**

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Mean	2.99	1.50	1.29	2.51	5.37	2.97	1.79	2.50	2.38	4.98	5.44	5.58	5.88	5.29	6.43	5.21
Standard Deviation	.88	.50	.46	.78	4.91	4.54	.65	.93	.98	1.12	.78	.83	.83	.92	.54	1.00
1. Age	—															
2. Gender	.016	—														
3. Ethnicity	.163	-.020	—													
4. Education Level	-.145*	.018	-.212*	—												
5. Org Tenure	.393**	-.105	-.035	-.112	—											
6. Job Tenure	.424**	-.118	-.097	.074	.298**	—										
7. Position	.194*	.088	-.203*	.156*	.122	.132	—									
8. Salary	.218**	-.193*	-.269*	.136	.429**	.228**	.469**	—								
9. Location	-.119	.024	.107	.057	-.327***	-.192**	-.029	-.330***	—							
10. Serial Tactic	-.100	.028	-.044	-.013	.021	-.037	-.024	.015	-.191*	—						
11. Politics Content	-.047	.088	-.126	.061	.052	-.047	.130	.038	.003	.342**	—					
12. Social Astuteness	-.143*	.101	249***	.009	-.231***	-.300***	.040	-.197*	.125	-.117	.321**	—				
13. Interpersonal Inf	-.141*	.057	.172*	-.042	-.178*	-.253**	-.058	-.235**	.103	.079	.214**	.613**	—			
14. Social Capital	-.039	-.043	.169*	.029	-.061	-.259**	.125	.090	.107	.078	.317**	.703**	.522**	—		
15. Genuineness	.042	.098	.094	.069	-.094	-.106	.022	-.058	.091	.290**	.233**	.321**	.428**	.306**	.64	—
16. Career Involvement	.091	-.017	-.063	.027	-.002	.101	.124	.212**	-.155*	.225**	.194*	.155*	.131	.244**	.378**	.83

<sup>a</sup>Cronbach's alpha is on the diagonal and in italics for each of the multiple item measures.

\*\* Correlation is significant at the 0.01 level (1-tailed).

\* Correlation is significant at the 0.05 level (1-tailed).

N = 141

## Test of Hypotheses

**Hypothesis 1.** The data supported Hypothesis 1 that predicted that the serial socialization tactic is more positively related to the politics dimension of socialization content than the people category of socialization content (see Table 3.1). The correlation ( $r = .342, p < .01$ ) provided partial evidence of the relationship proposed in Hypothesis 1. Additionally, an analysis of the regression results indicated that this relationship remained significant (see Table 3.3) after controlling for location, age, gender, ethnicity, organizational tenure, job tenure, organizational position, and salary ( $\beta = .374, \Delta R^2 = .128, p < .001$ ).

Table 3.2  
Fisher's z' Transformation and Comparison of Independent Correlations<sup>1</sup>

Comparisons	<i>r</i>	<i>z'</i>	<i>z</i>	<i>p</i>
Social Astuteness/ Interpersonal Influence	.321 .214	.332 .213	1.4	.081
Social Astuteness/ Social Capital	.321 .317	.332 .332	0	.5
Social Astuteness/ Genuineness	.321 .233	.332 .234	1.153	.125
Social Capital/ Interpersonal Influence	.317 .214	.332 .213	1.4	.081
Social Capital/ Genuineness	.317 .233	.332 .234	1.153	.125
Genuineness/ Interpersonal Influence	.233 .214	.234 .213	.247	.4

Note<sup>1</sup> All correlations are with politics content area  
N=141

**Hypothesis 3a.** The data also supported Hypothesis 3a that predicted that the politics content area is more positively associated with the social astuteness dimension of

political skill than any other dimension of political skill other than social capital. The correlation (see Table 3.1) between social astuteness and the politics content area provides support for hypothesized relationship ( $r = .321, p < .01$ ). Furthermore, the comparison of correlations following the  $z$  transformation (see Table 3.2) provided evidence that the difference between the strength of the relationships between the politics content area and social astuteness and social capital was virtually non-existent ( $p = .5$ ), yet the difference in the strength of the relationship between social astuteness and politics content and the strength of the relationship between both interpersonal influence ( $p = .081$ ) and genuineness ( $p = .125$ ) approach significance.

**Hypothesis 3b.** The data also supported Hypothesis 3b, which predicted that the politics content area is more positively associated with the social capital dimension of political skill than any other dimension of political skill other than social astuteness. The correlation (see Table 3.1) between social capital and the politics content area provides support for the hypothesized relationship ( $r = .317, p < .01$ ). Furthermore, and as in Hypothesis 3a, the comparison of correlations, following the  $z$  transformation (see Table 3.2), provided evidence that the difference between the strength of the relationships between the politics content area and social astuteness and social capital was virtually non-existent ( $p = .5$ ). However, the difference in the strength of the relationship between social capital and politics content and the strength of the relationship between both interpersonal influence ( $p = .081$ ) and genuineness ( $p = .125$ ) approach significance.

**Hypothesis 3c.** The results of the correlations comparisons indirectly supported Hypothesis 3c, which predicted that the people content area is more positively associated with the interpersonal influence dimension of political skill than any other dimension of

**Table 3.3**  
**Hierarchical Regression Results**

Step	Variable	$\beta^l$	F	(df)	$R^2$	$\Delta R^2$
<b>Dependent Variable: Politics Content</b>						
1	Control Variables		.705	(9, 125)	.048	.048
2	Serial Tactic	.374***	2.653**	(1, 124)	.176	.128
<b>Dependent Variable: Social Astuteness</b>						
1	Control Variables		2.890**	(9, 125)	.172	.172
2	Serial Tactic	-.081	2.689**	(10, 124)	.178	.006
3	Politics Content	.389***	4.863***	(11, 123)	.303	.125
<b>Dependent Variable: Social Capital</b>						
1	Control Variables		2.385	(9, 125)	.147	.147
2	Serial Tactic	.107	2.309	(10, 124)	.157	.010
3	Politics Content	.282**	3.198**	(11, 123)	.222	.065
<b>Dependent Variable: Interpersonal Influence</b>						
1	Control Variables		1.245	(9, 125)	.082	.082
2	Serial Tactic	.126	1.328	(10, 124)	.097	.014
3	Politics Content	.192*	1.629	(11, 123)	.127	.030
<b>Dependent Variable: Genuineness</b>						
1	Control Variables		.599	(9, 125)	.041	.041
2	Serial Tactic	.351***	2.261*	(10, 124)	.154	.113
3	Politics Content	.098	2.163*	(11, 123)	.162	.008
<b>Dependent Variable: Career Involvement</b>						
1	Control Variables		1.335	(9, 125)	.088	.088
2	Serial Tactic	.163	1.980*	(11, 123)	.150	.063
	Politics Content	.150				
3	Genuineness	.416***	4.257***	(12, 122)	.295	.145

Note<sup>1</sup>: Standardized regression coefficients

\*\*\* p < .001

\*\* p < .01

\* p < .05

political skill other than genuineness. The comparison of correlations, following the z transformation (see Table 3.2), provided evidence that difference between the strength of the relationships between politics content and both social astuteness and social capital

correlations, and the politics content and interpersonal influence correlation, approached significance ( $p < .10$ ). Additionally, a significant correlation (see Table 3.1) was found between interpersonal influence and genuineness ( $r = .428, p < .01$ ).

**Hypothesis 3d.** The results of the correlations comparisons also indirectly supported Hypothesis 3d, predicting that the people content area is more positively associated with the genuineness dimension of political skill than any other dimension of political skill other than interpersonal influence. The comparison of correlations following the  $z'$  transformation (see Table 3.2) provided evidence that difference between the strength of the relationships between politics content and both social astuteness and social capital correlations, and the politics content and genuineness correlation, approached significance ( $p < .10$ ). Additionally, the a significant correlation (see Table 3.1) was found between interpersonal influence and genuineness ( $r = .428, p < .01$ )

**Hypothesis 4d.** Finally, the data supported Hypothesis 4d, that the political skill dimension of genuineness is significantly related to the career effectiveness dimension of career involvement. The correlation ( $r = .378, p < .01$ ) provided partial evidence of the relationship proposed in Hypothesis 4d. Additionally, an analysis of the regression results indicated that this relationship remained significant (see Table 3.3) after controlling for location, age, gender, ethnicity, organizational tenure, job tenure, organizational position, and salary ( $\beta = .416, \Delta R^2 = .145, p < .001$ ).

In an additional analysis, the regression results provided indirect support for the hypothesized relationship between the people content area and the genuineness dimension of political skill due to the non-significance of the relationship (see Table 3.3) between politics content and genuineness ( $\beta = .098, \Delta R^2 = .008, p = .284$ ).

**Table 3.4**  
**Results for Examining Politics Content Area as a Mediator**

Equation	Dependent	Independent	$\beta^I$	t	$R^2$
1	Politics	Serial	.342***	4.292	.117
2	PSkill	Serial	.059	.701	.004
3	PSkill	Serial Politics	-.065 .364***	-.767 4.285	.121

Note<sup>1</sup>: Standardized regression coefficients

\*\*\* p <.001

**Hypothesis 5.** Using the 3-step Baron and Kenney (1986) procedure, the results did not support Hypothesis 5 (see Table 3.4). In step 1, the relationship between the mediating variable and the independent variable was significant. In step two, the relationship between the dependent variable and the independent variable was not significant therefore not meeting the criteria for mediation.

**Table 3.5**  
**Results for Examining Political Skill as a Mediator**

Equation	Dependent	Independent	$\beta^I$	t	$R^2$
1	PSkill	Politics	.342***	4.287	.117
2	CareerIn	Politics	.194*	2.328	.038
3	CareerIn	Politics PSkill	.122 .210*	1.399 2.417	.077

Note<sup>1</sup>: Standardized regression coefficients

\*\*\* p <.001

\* p <.05

**Hypothesis 6.** The results of the 3-step Baron and Kenney (1986) procedure supported Hypothesis 6 (see Table 3.5). In step 1, the relationship between the mediating

variable (political skill) and the independent variable (politics content) was significant ( $\beta = .342$ ,  $R^2 = .117$ ,  $p < .001$ ). In step 2, the relationship between the dependent variable (career involvement) and the independent variable was significant as well ( $\beta = .194$ ,  $R^2 = .038$ ,  $p < .05$ ). Finally, in step 3, the relationship between the dependent variable and the independent variable dropped to non-significance ( $\beta = .122$ ,  $R^2 = .077$ ,  $p = .077$ ) after the introduction of the mediating variable, thus meeting the criteria for full mediation.

### **Study 1: Discussion**

In Study 1, an initial examination of the validity of portions of the proposed model (see Figure 3) was conducted. The results supported the hypothesized relationships tested, and thereby provided support for the relationships depicted in the model proposed for Study 2 (see Figure 2). The results showed a significant positive relationship between the serial tactic and the politics content area. This finding provides empirical support for the proposition that mentoring may be a significant source of knowledge regarding the political climate within an organization (Perrewé et al., 2002).

The results of the Fisher's z' transformation indicated the difference between the social astuteness correlation and the interpersonal influence correlation was significant at the  $p < .10$  level (Hypotheses 3a and 3c). Also, the difference between the social capital correlation and the interpersonal influence correlation was significant at the  $p < .10$ -level (Hypotheses 3b and 3c). Additionally, the differences between the social astuteness and social capital correlations with politics content (Hypotheses 3a and 3b), as well as, interpersonal influence and genuineness correlations with politics content (Hypotheses 3c

and 3d), were virtually non-existent, and thus, provided further support for the proposed relationships.

Finally, the differences between the genuineness correlation with politics content and both the social astuteness and social capital correlations with politics content were found to be non-significant. However, although these differences were not significant at conventional levels, differences did exist and were in the proposed direction. These results provide supporting evidence for the argument that organizations create environments that act as "stimuli or precipitants" to increased political skill (Ferris et al., 2000).

Support also was found for Hypothesis 4d. This positive relationship indirectly supports the contention that career involvement is a sub-identity (Hall, 2002). From this perspective, genuineness also is viewed as a sub-identity in that it represents an identity desired by the individual. As such, the relationship between genuineness and career involvement may be indicative of an individual's desired identity (Goffman, 1956).

Hypothesis 5 was not supported due to the non-significant relationship in step 2 of the mediation procedure. However, it must be noted that in Study 1, only the serial tactic and the politics content area were measured. Hypothesis 5 proposes that the combined effects of politics and people mediate the relationship between the combination of the serial and collective tactics on political skill. Therefore, the evidence of this analysis provides neither support for, nor argument against, Hypothesis 5. Study 2 proposes measuring both collective and serial tactics and the politics and people content areas.

Support was found for the mediating relationship in Hypothesis 6. As specified in the Baron and Kenny (1986) procedure, the relationship between political skill

(mediating variable) and politics content area (independent variable) was significant, as was the relationship between career involvement (dependent variable) and politics content area. Finally, the relationship between the career involvement and politics content dropped to non-significance after the introduction of political skill. However, it must be noted that, in this study, only the career involvement dimension of career effectiveness was measured. Study 2 proposes measuring all four of the career effectiveness dimensions.

### **Limitations of Study 1**

The results of Study 1 provide evidence in support of the relationships proposed by this research. However, there are two limitations that must be considered. First, the results do not conclusively show a cause and effect relationship. Other factors, such as individual characteristics, also are involved in the socialization process (Crant, 2000), are considered an important component of political skill (Ferris et al., 2000), and are central to career effectiveness (Hall, 2002).

An additional limitation of this study is its cross-sectional design. Fisher (1986) cautioned that cross-sectional designs require respondents to recall their socialization experiences, and as such are suspect and impossible to verify. To address some of the concerns associated with cross-sectional designs, Study 1 included, as control variables, those differences in individuals that could possibly be attributed to organizational tenure, job tenure, position and salary.

In summary, Study 1 was conducted as a limited examination of portions of the proposed socialization model. The results provided sufficient evidence for the validity of these linkages examined in Study 1, and suggest the need to conduct a more extensive

assessment of the proposed model. Study 2 addressed the additional aspects of the model, and sought to further confirm the findings from Study 1.

## CHAPTER FOUR: STUDY TWO

### **Study 2: Design**

Study 2 followed similar procedures as Study 1. However, Study 2 allowed for the testing of the entire proposed socialization model (see Figure 2). The dimensions that were not tested in Study 1 were added to Study 2. Specifically added to the socialization tactic portion of the model is the collective dimension. This dimension was hypothesized to be directly related to the people content area of socialization content, which is added to the content portion of the model. Also, the career effectiveness dimensions of adaptability, identity resolution, and job performance were added to the career effectiveness portion of the model to test the hypothesized relationships with the dimensions of political skill. Finally, a scale on self-monitoring was included as a control measure.

### **Population**

Similar to Ashforth and Saks (2000), recent business school graduates were identified as an excellent source of organizational newcomers from across a wide range of organizations and industries. Additionally, recent business school graduates allow for the control of anticipatory socialization experiences inherent in education and training programs (Brief, Aldag, Van Sell, & Melone; 1979, Feldman, 1976). Finally, recent

business school graduates provide a diverse representation of individuals and socialization experiences from across geographic regions within the United States.

### **Statistical Power and Required Sample Size**

Statistical power was determined by establishing the a priori effect size and  $\alpha$  (confidence level). I proposed to follow the same conventions used in the pilot study (i.e. Study 1). That is a medium effect size of .15, and a significance level of .05 (1-tailed). Using Cohen's *Power and Precision* software, again the most stringent hypothesis was chosen to calculate power. Hypothesis 3a considers 17 predictor variables and results in a minimum required sample size of 130 to achieve power of .80.

Dillman (2002) suggested that by using the Tailored Design Method, researchers can achieve response rates in excess of 70%. Recent socialization studies have reported response rates ranging from 46% (Cable & Parsons, 2001) to greater than 80% (Ashforth & Saks, 1996; Adkins, 1995). Choosing the lowest response rate as a benchmark, my minimum target audience size should be 283. However, I chose to adopt an even more conservative response rate of .10. In doing so, I needed to target an audience of at least 1300.

In order to contact 1300 College of Business graduates, the most recent 6 years of graduates were included in this study. The initial alumni data sort, specifying alumni with graduation dates ranging from 1996 to 2002, resulted in 1418 records. The following 112 records were eliminated from the target sample: those graduates with Ph.D.s, those with legal degrees, and those serving in the military. The rationale behind eliminating these graduates was due to a concern that these people all belonged to a profession that

socialized its members to a degree potentially greater than that of any current organization to which they may belong.

The result was a list of 1306 alumni that were mailed surveys. Of these 1306, approximately 300 surveys were returned due to incorrect or changed addresses. From the approximately 1000 effective surveys, 149 were returned for a 14.9% response rate. Of the 149 surveys, ten were unusable to incompleteness, leaving a working sample size of 139, which reflects a 15% response rate. Of the 139 useable surveys, 55 were from the web-based version and 84 were mail surveys. Of the 139 respondents, 75% had been with their current organization less than 4 years, and 88% had been in their current position less than 3 years, thus satisfying the desired relative newcomer status criteria.

### **Comparison of Means**

A 15% response rate raises the concern of the potential for nonrespondent bias. To examine the degree of sample representativeness, a comparison of means analysis was conducted between the salient sample characteristics and the corresponding population characteristics of age, gender and ethnicity. Due to non-specific ethnicity coding of the alumni data, only a majority versus minority (i.e., Caucasian versus all minorities) comparison could be made. For each of these demographic variables, the population was characterized as 61% under the age of 30, 56% male, and 94% Caucasian. The corresponding sample characteristics were 66 % under the age of 30, 50 % male, and 82% Caucasian. The comparison of means revealed that only in the ethnic category did the sample differ significantly from the population ( $p < .001$ ). Therefore, the issue of response bias does not appear to be an issue regarding gender and age but could be of a concern relative to ethnicity.

A similar analysis of the respondents was made regarding whether the survey was completed via a mail survey or the web-based survey. This comparison of means analysis compared responses from each of the two types of surveys across the variables of socialization tactics, socialization content, political skill, and career effectiveness. The results of this analysis indicated that survey venue was not a source of response bias across these factors, as no significant differences were found across the factors between the two groups.

An inspection of the histograms for each factor revealed normal distributions with the exception of the genuineness and job performance factors, both of which were skewed moderately negative. Furthermore, a Kolmogorov-Smirnov test revealed that none of the factors differed significantly from a normal distribution at the  $p < .01$  level of significance (Hair et al., 1998).

As in study 1, to address the issue of common method variance, Harman's Single Factor Procedure was used. In study 2, the 12 variables of interest (i.e., collective and serial tactics, people and politics content area, each of the 4 dimensions of political skill, and each of the 4 dimensions of career effectiveness) were examined according to the above procedure. Common method variance was determined not to be a factor due to the absence of a single dominant variable.

## **Measures**

This survey expanded the survey used in the Study 1 resulting in 111 items (see Attachment 3). Specifically, the questionnaire was designed to include items to measure the serial and collective categories of socialization tactics, the people and politics categories of socialization content, all four dimensions of political skill, and all four

dimensions of career effectiveness. Each of the scales listed below utilized a 7-point Likert-type scale response format. The anchors were strongly disagree (1) and strongly agree (7). The reliabilities, standard deviations, Ns, and correlations for each of the scales for the combined dataset are provided in Table 4.1.

**Control variables.** As in the Study 1, this study measured the control variables of age, gender, ethnicity, education level, organizational tenure, and job tenure (See Attachment 3, items 103-110). However, unlike the first study, the variable of current salary was utilized to calculate job performance, and is not used as a control variable. In this study, the additional control variables of industry type and degree earned were added. Finally, and also as a control, the Revised Self-Monitoring Scale (RSMS), initially developed by Lennox and Wolfe (1994), and based on a scale originally developed by Snyder (1974), was added.

**Revised self-monitoring scale.** The RSMS was added in order to control for aspects of individual personality that could be argued as being confounded with political skill. In the interest of parsimony, the *ability to modify self-presentation* subscale of the RSMS was chosen. This seven-item subscale was recently modified by Cramer and Gruman (2002) to include only the five positively worded items. The two reverse-scored items from the RSMS were formed into a separate subscale. In the present study, the five-item, positively worded subscale as presented by Cramer and Gruman was chosen (see Attachment 3, items 65-69). In their study, they reported reliability of this subscale to be .77. The alpha reliability estimate for this study is .91.

**Serial tactic.** Based on the operational definitions first provided by Van Maanen and Schein (1979), Jones (1986) developed the socialization tactics scale. The same 5

items used in Study 1 are proposed to assess this tactic (see Attachment 3, items 21-25). Jones reported reliability for this scale at .78 and Allen and Meyer (1990) reported a reliability coefficient of .76. In Study 1 of this research, the internal consistency reliability was reported as .68. In the current study, the internal consistency is estimated at .80

**Collective tactic.** Jones' (1986) operationalization of the collective tactic consists of 5 items (see Attachment 3, items 1-5). Jones reported a reliability of .84 and later Allen and Meyer (1990) reported the reliability as .70. This study estimates the reliability of the collective tactic subscale to be .76.

**Politics content area.** The Organization Socialization Content Scale (Chao et al., 1994) operationalizes the six categories of organizational socialization content. As in Study 1, the 6 items developed by Chao et al. were also used in Study 2 (see Attachment 3, items 41-46). Study 1 reported the reliability estimate for the politics content area as .60. In the present study, the reliability estimate is .80.

**People content area.** Also from the Organization Socialization Content Scale, the people category of socialization content was included in Study 2 (see Attachment 3, items 47-52). Chao et al. (1994) reported the reliability for this 6-item scale ranging from .78 to .82 over a 4-year period. In this study, the reliability estimate was .66.

**Political skill.** The 18-item political skill scale developed by Ferris et al. (2001) and used in Study 1 was also used for Study 2. The 18 items represent four dimensions: Social Astuteness (see Attachment 3, items 74, 76, 85, 86, 87), Interpersonal Influence (see Attachment 3, items 71, 72, 73, 81), Social Capital (see Attachment 3, items 70, 75, 78, 79, 80, 84), and Genuineness (see Attachment 3, items 77, 82, 83). As in Study 1, all

four dimensions were included in Study 2. Reliability estimates from Study 1 for each of the four dimensions are .83 for social astuteness, .84 for interpersonal influence, .82 for social capital, and .64 for genuineness. In Study 2, the reliability estimates were ..80 for social astuteness, .85 for interpersonal influence, .87 for social capital, and .81 for genuineness.

**Career involvement.** The dimensions of career effectiveness (Hall, 1976) include Job Performance, Career Involvement, Identity Resolution, and Adaptability. For each of these dimensions Gould's (1979) scales are proposed. Gould operationalized career involvement with an 8-item subscale (see Attachment 3, items 88-95) and estimated the reliability of this 8-item subscale at .83. In the present study, the internal consistency reliability estimate was .88.

**Adaptability.** This dimension of career effectiveness consists of 3 items (see Attachment 3, items 100-102), and Gould reported the reliability at .57. Chao et al. (1994) reported reliabilities for this scale ranging from .70 to .75. This study estimates the reliability to be at .79.

**Identity resolution.** The identity resolution dimension was operationalized using Gould's 4 items (see Attachment 3, items 96-99) and Gould reported the reliability at .66. In this study, the reliability estimated was .78.

**Job performance.** Similar to Gould's (1979) and Chao et al.'s (1994) operationalizations of job performance, this study used current annual salary (see Attachment 3, item 111) as a proxy for job performance. A problem inherent in examining the job performance of organizational newcomers is that their tenure within the position or organization in many cases precludes any reasonable measure of job

performance. For this reason, the present study examined the single measure of salary within the organization as a proxy for job performance.

### **Factor Analysis**

Confirmatory Factor Analysis (CFA) was conducted on all of the variables of interest and in addition, included the self-monitoring scale. Because it was anticipated that factors in the domain of interest should tend to be inter-correlated, an oblique (OBLIMIN) rotation was conducted. The criterion for the analyses was percentage of variance greater than or approximating .60, eigenvalues greater than 1.0, and an examination of the scree plot (Hair et al., 1998). Results of the CFA, following these criteria, are provided below by factor. Also, see Attachments 5-8 for actual results.

**Serial and collective socialization tactics.** A 2-factor examination of the two tactics of interest (i.e., serial and collective), loads very consistent with scale construction. The 2 identified factors explain 55 % of the total variance.

**People and politics socialization content areas.** CFA initially resulted in a 3-factor solution, however, an examination of the items revealed that two of the factors could reasonably be collapsed into a single factor. The resulting 2 factors explain 60% of the total variance.

**Political skill + self monitoring.** CFA resulted in a 5 factor solution with self-monitoring loading separately and all dimensions of political skill loading cleanly. The resulting 5 factors explained 71% of the total variance.

**Career effectiveness.** CFA resulted in a 5-factor solution with one factor (career involvement) split in two. An examination of the items revealed that two of the factors

could reasonably be collapsed into a single factor. The resulting 4 factors explained 72% of the variance.

### **Data Analytic Strategy**

As in Study 1, the primary procedure used for testing the strength of the relationships depicted in the model is Fisher's z' transformation procedure (Cohen & Cohen, 1983). The correlations between the serial and collective tactics and the politics and people content, the politics and people content and the four dimensions of political skill, and the four dimensions of political skill and the four dimensions of career effectiveness were examined for evidence of the proposed relationship strengths. Additionally, as in Study 1, Baron and Kenny's (1986) 3-step mediator analysis regression procedure was used to test Hypotheses 5 and 6.

### **Data Analysis**

To evaluate Hypotheses 1, 2, 3a, 3b, 3c, 3d, 4a, 4b, 4c, and 4d, the Fisher's z' transformation procedure (Cohen & Cohen, 1983) was used. This developed by R. A. Fisher, transforms independent correlations ( $r$ ) into z-scores. The result is a sampling distribution that approximates normal thus, allowing for a direct examination of the differences between the independent correlations. Additionally, hierarchical regression analyses were used to provide additional insights when correlations indicated significant relationships were present.

More specifically, Hypothesis 1 was evaluated by examining the correlations between the serial tactic and the politics and people content areas, and Hypothesis 2 was evaluated by examining the correlations between the collective tactic and the politics and people content areas.

Similarly, Hypothesis 3a and 3b were evaluated by examining the correlations between the politics content area and each of the dimensions of political skill, and Hypothesis 3c and 3d were evaluated by examining the correlations between the people content area and each of the dimensions of political skill.

Likewise, Hypothesis 4a was evaluated by examining the correlations between the social astuteness dimension of political skill and the adaptability dimension of career effectiveness. Hypothesis 4b was evaluated by examining the correlations between the social capital dimension of political skill and the identity resolution dimension of career effectiveness. Hypothesis 4c was evaluated by examining the correlations between the interpersonal influence dimension of political skill and the job performance dimension of career effectiveness. Finally, Hypothesis 4d was evaluated by examining the correlations between the genuineness dimension of political skill and the career involvement dimension of career effectiveness.

To test Hypotheses 5 and 6, a 3-step mediator analysis regression procedure was used (Baron & Kenny, 1986). The procedure calls for three independent regression equations. The first equation regresses the mediator (i.e., the politics content area for Hypothesis 5) on the independent variable (i.e., the serial tactic for Hypothesis 5). The second step regresses the dependent variable (i.e., political skill for Hypothesis 5) on the independent variable (i.e., serial tactic). The final step regresses the dependent variable (i.e. political skill) on both the independent variable (i.e., serial tactic) and the mediator (i.e., politics content area). Again, for evidence of full mediation, the effect of the independent variable must not only drop in the final step, but also, the relationship should drop to non-significance, otherwise only evidence for partial mediation is present.

**Table 4.1**  
**Study 2 Correlations and Descriptive Statistics for the Variables<sup>a</sup> of Interest**

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Mean	6.32	2.39	1.50	1.17	1.42	4.43	3.26	1.76	5.47	4.17	4.73	5.41	5.25	5.00	5.74	5.34	6.09	4.54	5.44	5.39	5.20
Standard Deviation	4.11	.67	.50	.38	.50	2.67	3.20	1.49	.98	1.42	1.35	.69	.91	.99	.74	.82	.80	1.21	1.03	1.02	2.19
1. Industry	---																				
2. Age	-.062	---																			
3. Gender	.122	-.012	---																		
4. Ethnicity	-.037	-.079	.083	---																	
5. Ed Level	-.043	.274***	.021	-.010	---																
6. Major	.221	-.082	.017	.034	-.375***	---															
7. Org Tenure	.024	.457***	.210*	-.006	-.008	---															
8. Job Tenure	.029	.289**	.143	.000	-.096	.089	-.526***	---													
9. Self-Monitoring	.000	.032	-.022	.021	-.085	-.048	.016	.052	---												
10. Collective Tactic	-.204	-.027	.007	-.136*	.068	-.094	.016	-.019	-.004	---											
11. Serial Tactic	-.140	.027	.007	.031	.024	-.072	.122	.041	-.097	.356***	---										
12. Politics Content	.009	.039	.089	.017	.092	.051	.54	.222**	.182*	.064	.391**	---									
13. People Content	-.101	-.093	-.027	-.187*	-.172*	.007	.019	.047	.064	.075	.312**	.486***	---								
14. Social Capital	-.020	.021	.072	.007	.001	.019	.063	.214*	.292**	.097	.173*	.541***	.295***	---							
15. Interpersonal Inf	.093	.007	-.058	-.052	-.090	.083	.017	.100	.342***	.017	-.156	.247**	.197*	.521**	---						
16. Social Astuteness	.018	.043	-.041	-.004	-.035	-.009	.079	.079	.539***	.050	.005	.363***	.154	.592**	.592**	---					
17. Genuineness	.039	.034	.023	.023	.031	-.052	-.058	-.004	.163	-.014	-.028	.176*	.053	.380**	.417**	.296***	.81	---			
18. Career Involve	.058	.049	.076	.102	-.064	.074	-.002	.130	.115	.010	.272**	.489*	.173*	.293**	.147*	.093	.289**	.88	---		
19. Career Identity	-.023	.012	-.016	.028	.056	.027	.039	.084	.096	-.004	.139	.194*	.109	.029	.173*	.134	.049	.212*	.78	---	
20. Adaptability	.097	.059	-.136	.053	.047	.041	-.049	.048	.172*	-.094	.077	.287**	.037	.213*	.260***	.242**	.222**	.169*	.286**	---	
21. Job Performance	-.237	.208*	.190	-.114	.181*	-.130	.179*	.076	.085	.003	.038	.115	-.068	.185	.104	.228**	.108	.022	.170*	.193*	---

<sup>a</sup>Cronbach's alpha is on the diagonal and in italics for each of the multiple item measures.

\*\* Correlation is significant at the  $p < .01$  level (2-tailed).

\* Correlation is significant at the  $p < .05$  level (2-tailed).

N = 139 (except for Age N= 135, and Ethnic N = 138)

## **Study 2: Results**

Means, standard deviations, reliability estimates, and correlations for all variables appear in Table 4.1. An examination of the correlations provides inferential evidence for the proposed model.

### **Test of Hypotheses**

**Hypothesis 1.** Hypothesis 1 predicted that the serial tactic would be more positively associated with the politics category of socialization content than the people category of socialization content.

The correlation between the serial tactic and politics content area ( $r = .391, p < .01$ ) was greater than the correlation between the serial tactic and the people content area ( $r = .312, p < .01$ ) thus providing moderate evidence of the relationship proposed in Hypothesis 1. To further test this hypothesis, the correlations between all content areas and the serial tactic were compared following their  $z'$  transformations. The data

moderately supports the hypothesis as the differences in the correlations approach significance at the  $p < .10$  level (see Table 4.2) and is in the proposed direction.

Additionally, an analysis of the hierarchical regression results indicated that this relationship remained significant (see Table 4.3) after controlling for the collective tactic as well as, self-monitoring, industry, age, gender, ethnicity, education level, academic major, organizational tenure, and job tenure ( $\beta = .436, \Delta R^2 = .157, p < .001$ ).

**Hypothesis 2.** Hypothesis 2 predicted that the collective tactic would be more positively associated with the people category of socialization content than the politics category of socialization content.

Table 4.2  
Fisher's  $z'$  Transformation and Comparison of Independent Correlations<sup>1</sup>

Comparisons	<i>r</i>	$z'$	<i>z</i>	<i>p</i>
politics/ people	.39 .31	.412 .321	1.06	.145
politics/ history	.39 .38	.412 .400	.14	.444
politics/ language	.39 .15	.412 .151	3.05	.001
politics/ org values	.39 .32	.412 .332	.93	.176
politics/ performance	.39 .16	.412 .161	2.93	.002

Note<sup>1</sup>: All correlations are with serial tactic  
N=139

Table 4.3  
Hierarchical Regression Results

Step	Variable	$\beta'$	<i>F</i>	( <i>df</i> )	<i>R</i> <sup>2</sup>	$\Delta R^2$
Dependent Variable: Politics Content						
1	Control Variables		1.180	(9, 125)	.078	.078
	industry	-.031				
	age	-.031				
	gender	.068				
	ethnic	.009				
	edlevel	-.029				
	major	.051				
	orgten	.067				
	posten	.157				
	selfmon	.149				
2	collect	.072	1.122	(10, 124)	.083	.005
3	serial	.436***	3.541***	(11, 123)	.240	.157

Note<sup>1</sup>: Standardized regression coefficients

\*\*\*  $p < .001$

\*  $p < .05$

The correlation between the collective tactic and politics content area ( $r = .064$ ) was less than the correlation between the serial tactic and the people content area ( $r = .075$ ) although both correlations were non-significant. To further test this hypothesis, the correlations between all content areas and the serial tactic were compared following their  $z'$  transformations. The data does not support the hypothesis, as the differences in the correlations are non-significant (see Table 4.4). Given the preponderance of disconfirming evidence for Hypothesis 2, subsequent hierarchical regression analyses were not conducted.

**Table 4.4**  
**Fisher's  $z'$  Transformation and Comparison of Independent Correlations<sup>1</sup>**

Comparisons	<i>r</i>	$z'$	<i>z</i>	<i>p</i>
people/ politics	.07	.070	.12	<i>.452</i>
	.06	.060		
people/ history	.07	.070	.12	<i>.452</i>
	.06	.060		
people/ language	.07	.070	.94	<i>.174</i>
	.15	.151		
people/ org values	.07	.070	.35	<i>.363</i>
	.04	.040		
people/ performance	.07	.070	.58	<i>.281</i>
	-.02	.020		

Note <sup>1</sup> All correlations are with collective tactic  
 N=139

Hypothesis 3a. Predicted that the politics content area would be more positively associated with the social astuteness dimension of political skill than any other dimension of political skill other than social capital.

The correlations between the politics content area and each of the dimensions of political skill showed initial support for the hypothesis. To further test this hypothesis, the

Table 4.5  
Fisher's  $z'$  Transformation and Comparison of Independent Correlations<sup>1</sup>

Comparisons	<i>r</i>	$z'$	<i>z</i>	<i>p</i>
soccap/ intinf	.54 .28	.604 .288	3.69	<.000
soccap/ astute	.54 .36	.604 .365	2.79	.003
soccap/ genuine	.54 .18	.604 .182	4.92	<.000
intinf/ astute	.28 .36	.288 .365	.90	.184
intinf/ genuine	.28 .18	.288 .182	1.24	.107
astute/ genuine	.36 .18	.365 .182	2.13	.017

Note <sup>1</sup> All correlations are with politics content

N=139

correlations between all political skill dimensions and the politics content area were compared following their  $z'$  transformations (see Table 4.5). The data provide partial support for Hypothesis 3a. An examination of the correlations reveals one significant comparison (i.e., politics content with social astuteness and genuineness,  $p < .05$ ), a second comparison was also significant (i.e., politics content with social astuteness and social capital,  $p < .01$ ). In this comparison however, the politics content and social capital correlation was stronger than the politics content and social astuteness correlation. In the final comparison (i.e., politics content with social astuteness and interpersonal), the difference in the correlations was non-significant but in the predicted direction.

Additionally, an analysis of the hierarchical regression results (see Table 4.6) indicated that after including all of the control variables as well as the serial and collective tactics and the people content area, the relationship between the politics content area and social astuteness was significant ( $\beta = .320$ ,  $\Delta R^2 = .065$ ) and stronger than the relationship with the interpersonal influence dimension ( $\beta = .223$ ,  $\Delta R^2 = .031$ ) and the genuineness dimension ( $\beta = .220$ ,  $\Delta R^2 = .031$ ), but not the social capital dimension ( $\beta = .467$ ,  $\Delta R^2 = .138$ ).

Table 4.6  
Hierarchical Regression Results

Step	Variable	$\beta'$	F	(df)	$R^2$	$\Delta R^2$
Dependent Variable: Social Astuteness						
1	Control Variables					
	industry	.027				
	age	-.026				
	gender	-.069				
	ethnic	-.062				
	edlevel	.035				
	major	.012				
	orgten	.090				
	posten	-.004				
	selfmon	.547***				
2	serial	.048	5.009***	(11, 123)	.309	.003
	collective	.022				
3	people	.124	4.837***	(12, 122)	.322	.013
4	politics	.320***	5.886***	(13, 121)	.387	.065***

Note<sup>1</sup>: Standardized regression coefficients

\*\*\*  $p < .001$

**Hypothesis 3b.** The politics content area is more positively associated with the social capital dimension of political skill than any other dimension of political skill other than social astuteness.

The correlations between the politics content area and each of the dimensions of political skill showed initial support for the hypothesis. As in the testing of Hypothesis 3a, to further test this hypothesis, the correlations between all political skill dimensions and the politics content area were compared following their  $z$  transformations (see Table 4.5). The data provide strong support for Hypothesis 3b. An examination of the correlations reveals significant differences between the correlation of political skill and social capital and the correlations between political skill and social astuteness ( $p < .01$ ), interpersonal influence ( $p < .001$ ), and genuineness, ( $p < .001$ ).

Additionally, an analysis of the hierarchical regression results (see Table 4.7) indicated that after including all of the control variables as well as the serial and collective tactics and the people content area, the relationship between the politics content area and social capital was significant ( $\beta = .467$ ,  $\Delta R^2 = .138$ ) and stronger than the relationships with social astuteness ( $\beta = .320$ ,  $\Delta R^2 = .065$ ), interpersonal influence ( $\beta = .223$ ,  $\Delta R^2 = .031$ ), and genuineness ( $\beta = .220$ ,  $\Delta R^2 = .031$ ).

**Hypothesis 3c.** The people content area is more positively associated with the interpersonal influence dimension of political skill than any other dimension of political skill other than genuineness.

The correlations between the politics content area and each of the dimensions of political skill showed initial support for the hypothesis, with the exception of the correlation between the people content area and social capital ( $r = .295$ ,  $p < .01$ ) which was stronger than the hypothesized relationship ( $r = .197$ ,  $p < .05$ ).

Table 4.7  
Hierarchical Regression

Step	Variable	$\beta'$	F	(df)	$R^2$	$\Delta R^2$
<b>Dependent Variable: Social Capital</b>						
1	Control Variables		1.948*	(9, 125) .	.123	.123*
	industry	.048				
	age	-.053				
	gender	.058				
	ethnic	-.038				
	edlevel	.094				
	major	.062				
	orgten	-.039				
	posten	.198*				
	selfmon	.279***				
2	serial collective	.198* .008	2.150*	(11, 123)	.161	.038
3	people	.239**	2.693**	(12, 122)	.209	.048**
4	politics	.467***	5.056***	(13, 121)	.347	.138***

Note<sup>1</sup>: Standardized regression coefficients

\*\*\*  $p < .001$

\*\*  $p < .01$

\*  $p < .05$

To further test this hypothesis, the correlations between all political skill dimensions and the people content area were compared following their z' transformations (see Table 4.8). The data provide partial support for Hypothesis 3c. An examination of the correlations reveals one significant comparison (i.e., people content with interpersonal influence and genuineness,  $p < .05$ ). Of the two remaining comparisons, both were non-significant. The comparison between the interpersonal influence and social astuteness correlations was in the predicted direction, however, the comparison between the interpersonal influence and social capital dimensions was not.

Table 4.8  
Fisher's  $z'$  Transformation and Comparison of Independent Correlations<sup>1</sup>

Comparisons	<i>r</i>	$z'$	<i>z</i>	<i>p</i>
soccap/ intinf	.29 .20	.299 .203	1.12	.131
soccap/ astute	.29 .15	.299 .151	1.73	.041
soccap/ genuine	.29 .05	.299 .050	2.91	.002
intinf/ astute	.20 .15	.203 .151	.61	.271
intinf/ genuine	.20 .05	.203 .050	1.79	.037
astute/ genuine	.15 .05	.151 .050	1.18	.119

Note <sup>1</sup> All correlations are with people content  
N=139

Perhaps more revealing, however, is the analysis of the hierarchical regression results (see Table 4.9). These results indicated that after including all of the control variables as well as self-monitoring, the serial and collective tactics, and the politics content area, the relationship between the people content area and interpersonal influence approached significance at the  $p < .10$  level ( $\beta = .153$ ,  $\Delta R^2 = .016$ ) and was stronger than the relationship with the social astuteness dimension ( $\beta = .000$ ,  $\Delta R^2 = .000$ ) the genuineness dimension ( $\beta = -.013$ ,  $\Delta R^2 = .000$ ), and most interestingly, the social capital dimension ( $\beta = .058$ ,  $\Delta R^2 = .002$ ).

**Hypothesis 3d.** The people content area is more positively associated with the genuineness dimension of political skill than any other dimension of political skill other than interpersonal influence.

Table 4.9  
Hierarchical Regression

Step	Variable	$\beta'$	F	(df)	R <sup>2</sup>	$\Delta R^2$
Dependent Variable: Interpersonal Influence						
1	Control Variables		2.766**	(9, 125) .	166	.166*
	industry .	.091				
	age	-.010				
	gender	-.078				
	ethnic	-.122				
	edlevel	-.023				
	major	.054				
	orgten	-.017				
	posten	.074*				
	selfmon	.359***				
2	serial collective	-.115 .021	2.412**	(11, 123)	.177	.011
3	politics .	.289**	3.222***	(12, 122)	.241	.063**
4	people	.153	3.220***	(13, 121)	.257	.016

Note<sup>1</sup>: Standardized regression coefficients

\*\*\*  $p < .001$

\*\*  $p < .01$

\*  $p < .05$

The correlations between the politics content area and each of the dimensions of political skill showed no initial support for the hypothesis. Among all correlations of interest, the people content area and genuineness correlations was the weakest ( $r = .053$ ). To further test this hypothesis, the correlations between all political skill dimensions and the people content area were compared following their z' transformations (see Table 4.8). The data provide no support for Hypothesis 3d. An examination of the correlations reveals two significant differences (i.e., social capital and genuineness,  $p < .01$ ; interpersonal influence and genuineness,  $p < .05$ ), however, both are in the opposite direction hypothesized. The final comparison (social astuteness and genuineness) was non-significant, yet also in the opposite direction of what was hypothesized. Given the

preponderance of disconfirming evidence for hypothesis 3d, subsequent hierarchical regression analysis was not conducted.

**Hypothesis 4a.** The political skill dimension of social astuteness is more positively associated with the adaptability dimension of career effectiveness than any other dimension of career effectiveness.

The correlations between the social astuteness dimension of political skill and each of the dimensions of career effectiveness showed initial support for the hypothesis. To further test this hypothesis, the correlations between all career effectiveness dimensions and the social astuteness dimension of political skill were compared following their  $z$  transformations (see Table 4.10). The data provide support for Hypothesis 4a. An examination of the correlations reveals significant differences between the correlation of social astuteness and adaptability and the correlations of social astuteness and involvement ( $p < .05$ ), and social astuteness and identity ( $p < .10$ ). The difference between the correlation of social astuteness and job performance was non-significant.

However, additional analysis using hierarchical regression (see Table 4.11) and controlling for the control variables, self-monitoring, serial and collective tactics, and the politics and people content areas, revealed slightly different results. In this analysis, the relationship between social astuteness and adaptability was non-significant ( $\beta = .140$ ,  $\Delta R^2 = .012$ ). However, it was stronger than the involvement ( $\beta = -.117$ ,  $\Delta R^2 = .008$ ) and the identity ( $\beta = .060$ ,  $\Delta R^2 = .002$ ) dimensions of career effectiveness. Finally, the relationship between social astuteness and job performance was significant ( $\beta = .200$ ,  $\Delta R^2 = .140$ ,  $p < .05$ )

**Table 4.10**  
**Fisher's  $z'$  Transformation and Comparison of Independent Correlations<sup>1</sup>**

Comparisons	<i>r</i>	$z'$	<i>z</i>	<i>p</i>
involve/ identity	.09 .13	.090 .131	.48	.315
involve/ adapt	.09 .24	.090 .245	1.81	.035
involve/ jobperf	.09 .22	.090 .224	1.56	.059
identity/ adapt	.13 .24	.131 .245	1.33	.091
identity/ jobperf	.13 .22	.131 .224	1.09	.137
adapt/ jobperf	.24 .22	.245 .224	.35	.363

Note <sup>1</sup> All correlations are with the social astuteness dimension of political skill  
N=139

**Hypothesis 4b.** The political skill dimension of social capital is more positively associated with the identity resolution dimension of career effectiveness than any other dimension of career effectiveness.

The correlations between the social astuteness dimension of political skill and each of the dimensions of career effectiveness did not show evidence of support for the hypothesis. To further test this hypothesis, the correlations between all career effectiveness dimensions and the social capital dimension of political skill were compared following their *z* transformations (see Table 4.12). The data provide strong disconfirming evidence for Hypothesis 4b. An examination of the correlations reveals significant differences between the correlation of social capital and identity and each of the other three correlations, however, the relationships are in the opposite direction of

predicted in the hypothesis. Given the preponderance of disconfirming evidence for hypothesis 3d, subsequent hierarchical regression analysis was not conducted.

Table 4.11  
Hierarchical Regression Results

Step	Variable	$\beta^l$	F	(df)	R <sup>2</sup>	$\Delta R^2$
Dependent Variable Adaptability						
1	Control Variables					
	industry	.100				
	age	.068				
	gender	-.137				
	ethnic	.082				
	edlevel	.080				
	major	.055				
	orgten	-.119				
	posten	.118				
	selfmon	.142				
2	serial	.143	1.158	(11, 123)	.094	.019
	collective	-.093				
3	politics	.314**	1.729***	(13, 121)	.157	.063*
	people	-.096				
4	astute	.140	1.739	(14, 120)	.169	.012

Note<sup>1</sup>: Standardized regression coefficients

\*\*\*  $p < .001$

\*\*  $p < .01$

\*  $p < .05$

**Hypothesis 4c.** The political skill dimension of interpersonal influence is more positively associated with the job performance dimension of career effectiveness than any other dimension of career effectiveness.

The correlations between the interpersonal influence dimension of political skill and each of the dimensions of career effectiveness did not show evidence of support for the hypothesis. To further test this hypothesis, the correlations between all career

effectiveness dimensions and the interpersonal influence dimension of political skill were compared following their  $z$  transformations (see Table 4.13). The data provide strong disconfirming evidence for Hypothesis 4c. An examination of the correlations reveals significant differences between the correlation of interpersonal influence and job performance and the correlation of interpersonal influence and adaptability however, the relationship is in the opposite direction of predicted in the hypothesis. The other two relationships were non-significant and also in the opposite direction hypothesized. Given the preponderance of disconfirming evidence for Hypothesis 3d, subsequent hierarchical regression analysis was not conducted.

Table 4.12  
Fisher's  $z'$  Transformation and Comparison of Independent Correlations<sup>1</sup>

Comparisons	<i>r</i>	<i>z'</i>	<i>z</i>	<i>p</i>
involve/ identity	.29 .03	.299 .030	3.14	< .001
involve/ adapt	.29 .21	.299 .213	1.00	.158
involve/ jobperf	.29 .18	.299 .182	.12	.452
identity/ adapt	.03 .21	.030 .213	2.13	.017
identity/ jobperf	.03 .18	.030 .182	1.77	.038
adapt/ jobperf	.21 .18	.213 .182	.36	.359

Note <sup>1</sup> All correlations are with the social capital dimension of political skill  
N=139

Table 4.13  
Fisher's  $z'$  Transformation and Comparison of Independent Correlations<sup>1</sup>

Comparisons	$r$	$z'$	$z$	$p$
involve/ identity	.15	.151	.25	.401
	.17	.172		
involve/ adapt	.15	.151	1.34	.090
	.26	.266		
involve/ jobperf	.15	.151	.60	.274
	.10	.100		
identity/ adapt	.17	.172	1.10	.136
	.26	.266		
identity/ jobperf	.17	.172	.84	.200
	.10	.100		
adapt/ jobperf	.26	.266	1.94	.026
	.10	.100		

Note <sup>1</sup> All correlations are with the interpersonal influence dimension of political skill  
N=139

**Hypothesis 4d.** The political skill dimension of genuineness is more positively associated with the career involvement dimension of career effectiveness than any other dimension of career effectiveness.

The correlations between the genuineness dimension of political skill and each of the dimensions of career effectiveness showed initial support for the hypothesis. To further test this hypothesis, the correlations between all career effectiveness dimensions and the genuineness dimension of political skill were compared following their  $z$  transformations (see Table 4.14). The data provide support for Hypothesis 4d. An examination of the correlations reveals significant differences between the correlation of genuineness and career involvement and the correlations of genuineness career identity ( $p < .01$ ), and genuineness and job performance ( $p < .05$ ). The difference between the

correlation of genuineness and adaptability was non-significant, however, the relationship was in the direction hypothesized.

Table 4.14  
Fisher's  $z'$  Transformation and Comparison of Independent Correlations<sup>1</sup>

Comparisons	<i>r</i>	$z'$	<i>z</i>	<i>p</i>
involve/ identity	.29 .05	.299 .050	2.91	.002
involve/ adapt	.29 .22	.299 .224	.87	.192
involve/ jobperf	.29 .11	.299 .110	2.20	.014
identity/ adapt	.05 .22	.050 .224	2.03	.021
identity/ jobperf	.05 .11	.050 .110	.70	.242
adapt/ jobperf	.22 .11	.224 .110	1.33	.091

Note <sup>1</sup> All correlations are with the genuineness dimension of political skill  
N=139

Additional analysis using hierarchical regression (see Table 4.15) and controlling for the control variables, self-monitoring, serial and collective tactics, and the politics and people content areas, revealed strong support for Hypothesis 4d. In this analysis, the relationship between genuineness and career involvement was significant ( $\beta = .219$ ,  $\Delta R^2 = .044$ ). It was stronger than the career identity ( $\beta = .005$ ,  $\Delta R^2 = .000$ ), adaptability ( $\beta = .165$ ,  $\Delta R^2 = .025$ ), and job performance ( $\beta = .082$ ,  $\Delta R^2 = .006$ ), dimensions of career effectiveness.

Table 4.15  
Hierarchical Regression Results

Step	Variable	$\beta'$	F	(df)	R <sup>2</sup>	$\Delta R^2$
<b>Dependent Variable Career Involvement</b>						
1	Control Variables		.872	(9, 125)	.059	.059
	industry	.032				
	age	.093				
	gender	.093				
	ethnic	.057				
	edlevel	-.058				
	major	.044				
	orgten	-.159				
	posten	.180				
	selfmon	.082				
2	serial collective	.332*** -.053	2.040*	(11, 123)	.154	.095***
3	politics people	.450*** -.075	3.813***	(13, 121)	.291	.136***
4	genuine	.219	4.312***	(14, 120)	.335	.044**

Note<sup>1</sup>: Standardized regression coefficients

\*\*\*  $p < .001$

\*\*  $p < .01$

**Hypothesis 5.** The politics and people socialization content areas mediate the relationship between the collective and serial tactics and political skill.

To test Hypothesis 5, the 3-step Baron and Kenney (1986) procedure was used to run four separate analyses. In the first analysis, which examined politics content as a mediating variable between the collective tactic and political skill, the results did not support the hypothesis. In step 1 (see Table 4.16), the relationship between the mediating variable, politics content, and the independent variable, collective tactic was found to be non-significant, and, therefore did not meet the initial condition for mediation.

Table 4.16  
Results for Examining Politics and People Content Areas as a Mediators Between the Collective and Serial Tactics and Political Skill

Equation	Dependent	Independent	$\beta'$	t	$R^2$
1	politics	collect	.075	.824	.061
2	pskill	collect	.058	.621	.023
3	pskill	collect politics	.023 .469***	.271 5.761	.229
Equation	Dependent	Independent	$\beta'$	t	$R^2$
1	politics	serial	.384***	4.693	.198
2	pskill	serial	.044	.485	.022
3	pskill	serial politics	-.161 .533***	-1.868 6.141	.250
Equation	Dependent	Independent	$\beta'$	t	$R^2$
1	people	collective	.022	.241	.058
2	pskill	collective	.058	.621	.536
3	pskill	collective people	.052 .253**	.577 2.859	.565
Equation	Dependent	Independent	$\beta'$	t	$R^2$
1	people	serial	.304***	3.603	.146
2	pskill	serial	.044	.485	.022
3	pskill	serial people	-.037 .266**	-.401 2.855	.689

Note<sup>1</sup>: Standardized regression coefficients

\*\*\*  $p < .001$

\*\*  $p < .01$

In the second analysis, which examined politics content as a mediating variable between the serial tactic and political skill, the results did not support the hypothesis. In step 1 (see Table 4.16), the relationship between the mediating variable, politics content, and the independent variable, serial tactic, was found to be significant ( $\beta = .384$ ,  $R^2 =$

.198,  $p < .001$ ). In the second step, however, the relationship between the dependent variable, political skill, and the independent variable, serial tactic, was found to be non-significant, and, therefore, did not meet the secondary condition for mediation.

In the third analysis, which examined people content as a mediating variable between collective tactics and political skill, the results did not support the hypothesis. In step 1 (see Table 4.16), the relationship between the mediating variable, people content, and the independent variable, collective tactic, was non-significant, therefore not meeting the initial condition for mediation.

In the fourth analysis, which examined people content as a mediating variable between serial tactics and political skill, the results did not support the hypothesis. In step 1 (see Table 4.16), the relationship between the mediating variable, politics content, and the independent variable, collective tactic, was found to be significant ( $\beta = .304$ ,  $R^2 = .146$ ,  $p < .001$ ). However, in the second step, the relationship between the dependent variable, political skill, and the independent variable, serial tactic, was found to be non-significant, and, therefore, did not meet the secondary condition for mediation.

**Hypothesis 6.** Political skill mediates the relationship between the politics and people socialization content areas and career effectiveness.

To test Hypothesis 6, again the 3-step Baron and Kenney (1986) procedure was used to run two separate analyses. In the first step of the first analysis (see Table 4.17), the relationship between the mediating variable, political skill, and the independent variable, politics content, was significant ( $\beta = .470$ ,  $R^2 = .229$ ,  $p < .001$ ). In step 2, the relationship between the dependent variable, career involvement, and the independent variable, politics content, was also significant ( $\beta = .524$ ,  $R^2 = .306$ ,  $p < .001$ ). Finally, in

step 3, the relationship between the dependent variable, career involvement, and the independent variable politics content dropped to non-significance upon the introduction of the mediating variable ( $\beta = .469$ ,  $R^2 = .317$ ,  $p = .001$ ) thus meeting the criteria for partial mediation.

**Table 4.17**  
**Results for Examining Political Skill as a Mediator Between Politics Content Area and Career Effectiveness**

Equation	Dependent	Independent	$\beta^1$	<i>t</i>	$R^2$
1	pskill	politics	.470***	5.818	.229
2	career	politics	.524***	6.833	.306
3	career	politics pskill	.469*** .117	5.445 1.382	.317
Equation	Dependent	Independent	$\beta^1$	<i>t</i>	$R^2$
1	pskill	people	.254**	2.880	.081
2	career	people	.170*	1.915	.074
3	career	people pskill	.092 .307***	1.048 3.576	.161

Note<sup>1</sup>: Standardized regression coefficients

\*\*\*  $p < .001$

\*\*  $p < .01$

\*  $p < .10$

In the first step of the second analysis (see Table 4.17), the relationship between the mediating variable, political skill, and the independent variable, people content, was significant ( $\beta = .254$ ,  $R^2 = .081$ ,  $p < .01$ ). In step 2, the relationship between the dependent variable, career involvement, and the independent variable, people content, also was significant ( $\beta = .170$ ,  $R^2 = .074$ ,  $p = .058$ ). Finally, in step 3, the relationship between the dependent variable, career involvement, and the independent variable,

people content, dropped to non-significance upon the introduction of the mediating variable, political skill ( $\beta = .092$ ,  $R^2 = .161$ ), whereas the mediating variable remained significant ( $\beta = .307$ ,  $p < .001$ ), thus meeting the criteria for full mediation.

In summary the data moderately supported the relationship between the serial tactic and politics content Hypothesis 1. However, the data did not support the relationship between the collective tact and people content area as specified in Hypothesis 2.

Hypothesis 3 was partially supported. Specifically, the data provided partial support for relationship between politics content and the social astuteness dimension of political skill as stated in Hypothesis 3a, strong support was found for the relationship between politics content and social capital (Hypothesis 3b), partial support was found for Hypothesis 3c which predicted that the people content area would be most strongly associated with interpersonal influence, and no support was found for Hypothesis 3d, which predicted that the people content area would be strongly associated with the genuineness dimension of political skill.

Hypothesis 4 was also partially supported. Specifically, the data supported Hypothesis 4a, which specified that the social astuteness dimension of political skill would be most strongly associated with the adaptability dimension of career effectiveness. Hypothesis 4b, which predicted that social capital would be most strongly associated with identity resolution, was not supported. Hypothesis 4c, which stated that interpersonal influence would be most strongly associated with job performance, was also not supported. The data did support the relationship between genuineness and career involvement as stated in Hypothesis 4d.

Finally, and regarding the two mediation predictions, the data did not support Hypothesis 5, which predicted that politics and people content areas would mediate the relationship between the collective and serial tactics. However, support was found for Hypothesis 6, which predicted that political skill would mediate the relationship between politics and people socialization content areas and career effectiveness.

### **Exploratory Analysis**

Since the correlations generally supported, in strength and direction, a mediating relationship between politics and people content and serial tactic with political skill, the results of the mediation analyses were quite disappointing. Specifically, the correlations between the serial tactic and each of the two content areas was significant, as were the relationships between the two content areas and political skill. However, the relationship between the serial tactic and political was non-significant. Furthermore, the results of the mediation analysis (see Table 4.16) revealed that the relationship between the serial tactic and political skill dropped when both the politics and people content areas were entered into the regression equation. These results suggested the presence of interaction effects.

According to Cohen, Cohen, West, and Aiken (2003), a theoretically meaningful pattern of interaction effects can be determined by examining the directions of influence in three regression coefficients: each of the two main effects and the interaction effect. Cohen et al. pointed out that when both predictor variables work on the criterion variable in the same direction, and the interaction is of the opposite sign, it is indicative of an interference or antagonistic interaction.

Table 4.18  
Results of Hierarchical Moderated Regression 1

Step	Variable	$\beta'$	F	(df)	R <sup>2</sup>	$\Delta R^2$
<b>Dependent Variable: Political Skill</b>						
1	Control Variables					
	industry	.002				
	age	.001				
	gender	-.006				
	ethnic	-.039				
	edlevel	.007				
	major	.004				
	orgten	-.006				
	posten	.065				
2	serial	.022	.311	(9, 125)	.022	.002
3	politics	.525***	4.133***	(10, 124)	.250	.228***
4	seripol	.096*	4.164***	(11, 123)	.271	.021*

Note<sup>1</sup>: Unstandardized regression coefficients

\*\*\*  $p < .001$

\*  $p < .10$

Following the creation of interaction variables for serial\*people and serial\*politics and subsequent hierarchical moderated regression analyses, an examination of the direction pattern of the unstandardized beta coefficients was conducted. This examination revealed the potential for the existence of an interference moderating effect between the serial tactic and both the people and the politics content areas in predicting political skill. Additionally, further evidence was found supporting the interaction (see Tables 4.18 and 4.19) as the serial\*politics interaction was significant at the  $p < .10$  level, and the serial people interaction approached significance at the  $p < .10$  level.

Plotting of the unstandardized regression coefficients (Cohen & Cohen et al., 2003) produced evidence for the presence of interference interaction in both the serial-

politics-political skill and the serial-people-political skill models (see Attachments 9 and 10 in the Appendix).

**Table 4.19**  
**Results of Hierarchical Moderated Regression 2**

Step	Variable	$\beta'$	F	(df)	$R^2$	$\Delta R^2$
<b>Dependent Variable: Political Skill</b>						
1	Control Variables		.322	(8, 126)	.020	.020
	industry	.002				
	age	.001				
	gender	-.006				
	ethnic	-.039				
	edlevel	.007				
	major	.004				
	orgten	-.006				
	posten	.065				
2	serial	.022	.311	(9, 125)	.022	.002
3	people	.200**	1.111	(10, 124)	.082	.060**
4	seripeop	.076	1.266	(11, 123)	.102	.019

Note<sup>1</sup>:Unstandardized regression coefficients

\*\*\*  $p < .001$

\*\*  $p < .01$

In consideration of the results of these analyses, and in following this line of reasoning to its completion, another set of analysis was conducted with self-monitoring added as a control variable. This subsequent analysis revealed that the main effects of the serial tactic, both the politics and people content areas, and both interactions dropped in their relationship to political skill. Furthermore, and in both analyses, the effect of the interaction dropped to non-significance ( $p < .10$ ).

## **CHAPTER FIVE: CONCLUSION**

### **Discussion**

Over the past three decades, two dominant themes in socialization research have emerged. The first, socialization tactics, has focused on organizational process, the second, socialization content, has focused on the outcomes of socialization. For all of the socialization research, virtually all work has focused on how socialization processes shape and influence individual attitudes and values in a direction congruent with the organization (Bauer et al., 1998). Noticeably absent in this stream of research is any attempt to directly link efforts at socialization to primary outcomes such as role innovation, acculturation, learning and behavioral outcomes (Bauer et al., 1998).

The intended purpose of this research was to assess whether specific socialization tactics would lead to specific socialization content, and, as a measure of the utility of that content, a manifestation of personal learning, specifically, political skill. The proposed research is unique in that it examined specifics aspects of the socialization process and their direct relationship to socialization content. Furthermore this research examined the relationship between socialization content, a corresponding increase in personal learning, and finally, the impact of this personal learning upon career effectiveness. In doing so, this research proposed that political skill is, in part, representative of personal learning.

## **Overview of Findings**

The data resulted in some interesting, yet somewhat inconsistent findings. In an effort to systematically address each of the findings, the supported hypotheses will be discussed first followed by a discussion of the predicted relationships that were not supported. Next, a discussion regarding the results of the exploratory analyses is presented. Finally an overview of research will be discussed.

The relationship between the serial tactic and politics content (i.e., Hypothesis 1) was moderately supported. This suggests that members in organizations do seek cues and information regarding their environment, and in doing so they seek out more experienced members of the organization for answers. This is supportive of previous research that investigated proactive behaviors in newcomers going through socialization experiences. (Miller & Jablin, 1991; Morrison, 1993a; Morrison, 1993b; Ostroff & Kozlowski, 1992; Ostroff & Kozlowski, 1993).

These results also support the contention mentoring relationships are fertile ground for personal learning and that in these relationships protégés are educated in the ways of the game in the organization (Ferris, Frink, Bhawuk, Zhou, and Gilmore, 1996). Indeed, of the knowledge gained in a mentoring relationship, knowledge of organizational politics may be the most salient.

Partial support was found for relationship between politics content and the social astuteness dimension of political skill (i.e., Hypothesis 3a). It should be noted that the correlations were as predicted and in the predicted direction, however, only one of the differences (i.e., between the correlations of politics content and social astuteness and politics content and genuineness) was significant. That being said, the results support the

notion that knowledge of organizational politics enables individuals to be more aware of the social dynamics occurring around them. These individuals can make better sense of the behaviors they observe in others, and are more attuned to subtleties in social interactions. This facilitates appropriate behavioral adjustments as situation dynamics dictate.

Strong support was found for the relationship between politics content and social capital (i.e., Hypothesis 3b). In fact social capital was a dominant dimension across all socialization content areas. This is interesting in that it supports the notion of social capital as an informational asset that stems from access to networks (Burt, 1997). Regarding the relationship between politics content and social capital, these results suggest that individuals with an understanding of organizational politics (i.e., politics content recognize the value of developing and utilizing social networks. The result is a favorable social identity and a perception of connectedness within a large array of constituents.

These findings also support recent research by Morrison (2002). In her research, Morrison examined the role of network ties during newcomer socialization experiences. Similar to the argument presented here, Morrison argued that newcomers need an information network for acquiring information and that social networks are the most relevant sources of that information. Indeed, the results of the present research support the argument that social capital and the access to networks that it provides, is the single most (i.e., relative to other socialization tactics) powerful source of information regarding the organization.

Partial support was for the prediction that the people content area would be most strongly associated with interpersonal influence (i.e., Hypothesis 3c). One of the reasons that only partial support was found is due to the dominant influence of the social capital dimension of political skill. Otherwise, it should be noted that the correlation between interpersonal influence and people content area, and that of social astuteness and the people content area were as predicted and in the predicted direction. This implies that as individuals are successful in social interactions at the interpersonal, group, and organizational level, they perceive that they are better able to produce desired changes in other people.

Regarding the hypotheses related to career effectiveness, the data supported the prediction that the social astuteness dimension of political skill would be most strongly associated with the adaptability dimension of career effectiveness (i.e., Hypothesis 4a). This lends support for the argument that the adaptive nature of social astuteness may influence individuals' perceptions regarding their ability to adjust their behavior to meet situational demands and for individuals to enjoy long-term career effectiveness, they must constantly adapt to changing situations.

The data also supported the relationship between genuineness and career involvement (i.e., Hypothesis 4d). The results of this analysis showed that two of the three relationships tested were significant (one at the  $p < .01$  and the other at the  $p < .05$  levels), and the third was in the direction predicted. This suggests that individual perceptions of genuineness are similar, in terms of self-reflection, to the way an individual perceives and evaluates his or her career. Implied in this argument, is that individuals' attitudes toward their job and their organization are not only a function of the

situation but also of individual dispositions. This is consistent with Hall's (2002) contention that this personal evaluation is a subset of the broader class of individual attitudes.

Finally, support was found for the mediating relationship of political skill between the politics and people socialization content areas and career effectiveness (i.e., Hypothesis 6). This implies that it is the manner (i.e., level of political skill) in which the knowledge (i.e., politics and people content) is applied that influences perceptions of career effectiveness. This also supports the notion of political skill as a potential important coping mechanism (Perrewé & Zellars, 1999; Zellars, Perrewé, Ferris, Rossi, & Ralston, 2002).

Additionally, this finding supports the notion that career effectiveness emphasizes social interactions and relationships. From this perspective politics are viewed as real forces in organizations, and, as such, may have profound influence on perceptions of individual career effectiveness. This is consistent with previous research on politics and career success (Ferris & Judge, 1991).

Regarding the relationships not supported, the data did not support the relationship between the collective tactic and people content area (i.e., Hypothesis 2). . The rationale behind this prediction was that as individuals share in socialization experiences they should experience some degree of success in their interpersonal, group, and organizational relationships.

The results of this study do not substantially support this argument. Although the relationship between the collective tactic and the people content area was as predicted and in the right direction, it was not significantly different than its relationship with any

of the other content areas. Indeed, of all of the six socialization tactics, the collective tactic was the only one without a significant correlation with a socialization content area. Furthermore, and as previously mentioned, the serial tactic was clearly the dominant tactic relative to content areas. This was especially true regarding the people content area ( $r = .312, p < .01$ ). The amount of variance explained in the prediction of the people content area by the collective tactic after controlling for serial tactics was not significant. This implies that the mentoring relationship, and by extension the access to additional social networks, overshadows those peer relationships forged during common socialization experiences.

Likewise, no support was found for the prediction that the people content area would be strongly associated with the genuineness dimension of political skill (i.e., Hypothesis 3d). In fact, the results showed that the relationships were in exactly the opposite direction of those predicted. The rationale behind this prediction was that as individuals experienced they should experience success in their interpersonal, group, and organizational relationships, their own perceptions of their genuineness would also be influenced. The disconfirming results may be explained by the contention that politically skilled individuals are not necessarily genuine nor perceived as manipulative or coercive, rather, they evoke an image being so (Ferris et al., 2001). Perhaps, those that report success in their interpersonal, group, and organizational relationships, experience that success because of their ability to disguise their agendas and motives, and thus appear genuine.

The prediction that social capital would be most strongly associated with identity resolution, was also not supported (i.e., Hypothesis 4b). As in the previous discussion, the

results showed that the relationships were in exactly the opposite direction of those predicted. In fact, the identity resolution correlations were the weakest among all career effectiveness dimensions. Additionally, the post-hoc review of the correlations revealed that the strongest relationship with identity resolution was with interpersonal influence ( $r = .173, p < .05$ ). This suggests individuals' awareness of their own values, interests, abilities, and plans, may actually more a function of their ability to influence others in their pursuit of those interests.

Interpersonal influence was predicted to be most strongly associated with job performance (i.e., Hypothesis 4c). The notion here was that to the degree that individuals can assert their influence in organizations, they experience some corresponding degree of success. However, this also, was not supported. Additionally, and as in the previous two discussions, the results showed that the relationships were in exactly the opposite direction of those predicted. In other words the job performance dimension had the lowest correlation with interpersonal influence than any of the career effectiveness dimensions. Furthermore, a subsequent post-hoc regression analysis, controlling for social astuteness (the strongest correlation with job performance,  $r = .228, p < .01$ ) revealed that interpersonal influence explained no variance in job performance above that explained by social astuteness. Perhaps even more revealing is the correlation between the political skill construct and job performance ( $r = .208, p < .05$ ). This may support the argument that the dimensions of political skill work together in some synergistic fashion to impact job performance.

Finally, the prediction that that politics and people content areas would mediate the relationship between the collective and serial tactics and political skill was not

supported (i.e., Hypothesis 5). The prediction here was that as social relationships develop, individuals are instructed in the ways of politics in the organization, and as their personal learning increases, it serves to filter or interpret new information as it pertains to the development of political skill. A post-hoc review of the correlations reveals that political skill is significantly correlated with all dimensions areas of socialization content at the  $p < .01$  level of significance. Conversely, political skill is only significantly related to one socialization tactic (the fixed tactic,  $r = .179, p < .05$ ).

The results of the interactions analyses revealed that an interference interaction existed between the serial tactic and politics content area. This can be interpreted as meaning that individuals that report a high degree of mentorship experiences may feel as though they have less political skill. Specifically, individuals reporting a high degree of mentorship experiences may feel as though they have less political skill, especially if they do not understand the organization's politics (i.e., low politics content). However, individuals that experience lower levels of mentoring may feel as though they have higher political skill even though they do not understand the organization's politics.

Additionally, the results of the interactions analysis revealed that an interference interaction existed between the serial tactic and people content area. A similar interpretation of this finding can be deduced. Specifically, that individuals reporting a high degree of mentorship experiences may feel as though they have less political skill, especially if they do not perceive that they are successful in interpersonal and organizational relationships (i.e., low politics content). However, individuals that experience lower levels of mentoring may feel as though they have higher political skill

even though they do not perceive that they are successful in interpersonal and organizational relationships.

The results of these two analyses suggest that mentoring may have a significant impact on how individuals perceive themselves in the context of the organization. Perhaps mentors provide protégés with feedback regarding their political interactions in the organization. In absence of this feedback, individuals may feel as though they are more politically skilled than others would suggest.

This was further supported by the subsequent interaction analysis that explored the idea that perhaps high self-monitors negate the impact of the mentoring relationship, and, in effect, serve to neutralize its influence on individuals' perceptions of their political skill. The results indicated that high self-monitors perceptions of their political skill may be less influenced by their mentorship experience than that of low self-monitors.

In conclusion, this research proposed that political skill is in part, a result of socialization processes in organizations, and that as a result of increased political skill, individuals' perceive greater career effectiveness. Overall the data supported this argument. Also proposed were specific relationships between the various dimensions of the constructs. The data was less supportive at this level of specificity and as a result only moderate support was found for the hypothesized relationships. However, the overall results of the analyses presented in this dissertation make significant contributions to our understanding of the socialization process and their impact on personal learning. The somewhat inconsistent results only serve to underscore the level of complexity inherent in such dynamic constructs as political skill.

## **Theoretical Implications**

The present research makes multiple contributions to the current body of organizational behavior research. From a general theoretical perspective, this research can be categorized with the body of literature that views individuals as proactive participants in the socialization process (Morrison, 1993b; Morrison, 2002; Ostroff & Kozlowski, 1992). It expands the literature by suggesting that socialization processes enhance individual political skill. In doing so, this research not only contributes to the socialization literature, but to the political skill and career literatures as well.

Perhaps the most significant contribution of the present research is to the growing body of research surrounding the political skill construct. This study presents strong evidence for the argument that political skill in individuals, is, in part, a learned skill. The results of this research showed that after controlling for self-monitoring, the serial tactic still had a strong relationship with political skill. This is important in that this is the first empirical evidence presented supporting the argument that political skill can to some degree be learned. Indeed, the interactions found in the exploratory analysis, showed that the relationship between mentoring and political skill goes beyond simple main effects and is quite complex.

Another primary contribution to the socialization (and by extension, mentoring) and political skill literatures is the empirical support for the proposition that mentoring may be a significant source of knowledge regarding the political climate within an organization (Perrewé et al., 2002), as well as how individuals perceive themselves in their work environments. This research suggests that political skill in organizations is, in

part, a learned behavior. The results suggest that mentoring processes (i.e., serial tactic) in organizations may result in increased political skill. More specifically, mentoring processes serve as a conduit for personal learning especially regarding the political climate of an organization. This is consistent with the findings of Lankau and Scandura (2002) who demonstrated that mentoring relationships were a significant source of personal learning.

Additionally, these results provide supporting evidence for the argument that organizations create environments that act as “stimuli or precipitants” to increased political skill. This skill is focused on “learning the informal rules of the game,” and these rules are “passed on selectively by the dominant coalition in efforts to perpetuate the status quo” (Ferris et al., 2000). In other words, political skill is acquired, to some degree, through a social learning process facilitated and reinforced by mentorship relationships.

Another contribution of this research lies in the suggestion that political skill serves an important role in individuals’ assessment of their career effectiveness. This may be indicative of career strategies being inherent in political behavior. Gould and Penley (1984) argued that career strategies such as other enhancement, creating opportunities, extended involvement, and opinion conformity were related to career success. They also suggested that employees who develop interpersonal career strategies are likely to develop positive affect from others, and through networks obtain influence over others. The results of this research support the notion that to the extent individuals feel they are politically efficacious they also feel they are effective in their career.

Furthermore, this research contributes to the growing body of evidence regarding the validation of the political skill construct. Recently, Ferris, Treadway, Koldinsky et al. (2003) made significant progress regarding the validation of the political skill inventory (PSI). The present research supports the Ferris et al. dimensionality of the PSI, and further distinguishes the dimensions of political skill from other personality constructs such as self-monitoring.

Finally, this research makes an important contribution to our understanding of the political skill construct by demonstrating its uniqueness from more dispositional constructs such as self-monitoring. Kilduff and Day (1994), argued that high self-monitors were more likely to experience career success than low self-monitors. The present research supports this point, but, more importantly, these data suggest that political skill is more important to career success than self-monitoring. Indeed, each political skill dimension alone demonstrated higher correlations with career effectiveness than did self-monitoring. This implies that it is not necessarily an individual trait that leads to career effectiveness, rather it suggests that how that trait is brought to bear within the context of a given situation is more relevant to career effectiveness.

### **Limitations of Study**

The results of this research provide moderate evidence in support of the relationships proposed. However, there are three primary limitations that must be considered. First, the results do not conclusively show a cause and effect relationship. Other factors, such as individual characteristics, also are involved in the socialization process (Crant, 2000), are considered an important component of political skill (Ferris et al., 2000), and are central to career effectiveness (Hall, 2002). Study 2 attempted to

account for this, at least partially, by the inclusion of self-monitoring as a control variable.

An additional limitation of this study is its cross-sectional design. Fisher (1986) cautioned that cross-sectional designs require respondents to recall their socialization experiences, and as such are suspect and impossible to verify. To address some of the concerns associated with cross-sectional designs, both studies included as control variables those differences in individuals that could possibly be attributed to organizational tenure, job tenure, position and salary.

Also of concern regarding this research, is the low response rate in Study 2. Although the sample was largely representative of the population, such a low response rate still raises concerns of non-response bias. The low response rate may have been a result of the size (111 items) of the survey, and also a function of its administration (i.e., mail survey without introduction, incentive, nor follow-up contact).

The internal reliability estimates reported for several of the constructs are also a concern. Specifically, the lowest reliabilities reported in this study were the collective tactic (.76), the people content area (.66), and the career identity dimension of career effectiveness (.78).

Finally, the results of other socialization research utilizing recent college graduates (Jones, 1986; Allen & Meyer, 1990) have drawn criticism due to concerns regarding the generalizability of the samples (Bauer et al., 1998). The most common samples of the last 10 years have consisted of recently graduated students, as were used in the present study. This takes a decidedly "new white collar employee" perspective, and

as such, may have limited generalizability. Indeed, Bauer et al. (1998) have suggested that important differences should exist between classes of occupations.

### **Future Research**

Because the data did not support Hypothesis 2, which predicted a strong relationship between the collective tactic and the people content area, additional analyses were conducted. In this exploratory analysis, all of the socialization tactics were examined relative to all of the socialization content areas. An examination of the correlations reveals some interesting insights into future research opportunities. Specifically, the serial tactic was significantly correlated ( $p < .01$ ) and approached the  $p < .05$  level of significance in the sixth (language) content area. This lends empirical support for the argument that mentoring may, or perhaps even should be, the dominant socialization tactic used by organizations.

Another area for future research should consider the relationships between socialization and stress with political skill as a potential coping mechanism. Researchers have often noted that the socialization process is a stressful event (Allen, McManus, & Russell, 1999; Nelson, 1987, Berry, 1990). We may learn that stress brought upon by the socialization process is the primary catalyst for individuals to increase their political skill as a problem-solving coping strategy (Perrewé & Zellars, 1999; Zellars, Perrewé, Ferris, Rossi, & Ralston, 2002) that seeks to reduce role ambiguity and role conflict experienced in the socialization process. An interesting implication of this type of study may be in the discovery of a paradox of politics. For instance, perceptions of organizational politics and its attendant ambiguity has been discussed as a source of stress (Cropanzano, Howes, Grandey, & Toth, 1997; Ferris, Frink, Galang, Zhou, Kacmar, & Howard, 1996). Yet,

somewhat paradoxically, political skill may serve as a coping mechanism against those ambiguities and a result of proactive socialization (Feldman, & Brett, 1983; Ferris, Treadway, Kolodinsky, Hochwarter, Frink, & Douglas, 2003; Saks & Ashforth, 1996; Zellars et al., 2002).

The evidence supporting the argument that political skill, is, in part, a learned skill, suggests research should investigate more specifically, how political skill is learned, what exactly is learned, who it is learned from and by, and when it is learned and in what context. Knowledge gained from this line of research could help alleviate the disenfranchisement of groups or classes of employees by providing them with the requisite skills for advancement and career effectiveness.

Finally, future research should consider the relationships between mentoring, political skill, and minorities. Previous research has shown that mentoring opportunities and experiences do differ between majority and minority groups (Ragins, 1997; Ragins & Cotton, 1996). The present research suggests that ethnicity may be differentially related to the dimensions of political skill based on industry. More specifically, minorities who were hotel managers (Study 1) were much more likely to report higher levels of political skill than those minorities from across multiple industries (Study 2). This suggests that in some industries, minorities may develop enhanced political skill to better cope with the challenges they face as minorities in their work environment. Interestingly, this skill may be developed despite having lesser access to quality mentoring relationships and despite reporting lesser understanding of the politics of the organization.

## **Conclusions**

Studying the relationship between socialization and politics has many practical implications to managers. As a manifestation of personal learning, political skill presents a unique opportunity to study the impact of socialization processes on individual knowledge and behavior. The degree to which politics are implicitly encouraged, practiced, and ultimately result in successful outcomes within the organization, may very well be a function of the socialization process. The implications of understanding just how political skill is developed are many. First if socialization processes result in the facilitation of personal learning, then it may be a source of sustainable competitive advantage. And unlike the knowledge-based view of the firm which assumes that the main function of an organization is the application of knowledge instead of its creation (Grant, 1996), socialization processes may be a source of knowledge creation (Ostroff & Kozlowski, 1992).

Additionally, socialization research suggests that some individuals may be more proactive in regards to their socialization experience than others (Crant, 2000). This implies that investments in organizational socialization processes can have an impact on firm performance above that of individual behaviors and attitudes. It also implies that the development of political skill may be a component in the development of future leadership (Ammeter, Douglas, Gardner, Hochwarter, & Ferris, 2002; House & Aditya, 1997).

In conclusion, this research suggests that socialization might be the medium for which political skill and, more generally, personal learning is developed in individuals. More specifically, the present research suggests that social structures in organizations

may have a profound impact on how individuals develop political skill. Furthermore, this research suggests the latent potency of a culture of politics. As the nature of the political climate is communicated through mentoring relationships and subsequent political behavior is rewarded by the organization, self-replication of the political environment occurs and organizational politics becomes a part of the organization's culture. By understanding how organizational politics are cultivated, communicated, and played out, managers can more effectively understand the political processes that are ubiquitous in organizational life.

## **Appendix A**

### **Study 1 Survey**

# Organizational Socialization Survey

Please take a few minutes to respond to our survey. Your responses will directly contribute to our understanding of how organizations can better accommodate the needs of employees during times of transition.

By voluntarily participating in the survey, you are providing us your consent to use your responses in our study. The results of this survey will provide a valuable tool for managerial decision making and will be made available to all interested participants.

All information in this survey will be kept strictly anonymous and under no circumstances will individual responses be assessable by anyone other than the research team. You have the right to not participate or to withdraw from participation at anytime without prejudice, penalty or loss of benefits to which you are otherwise entitled.

Please contact Fred R. Blass (850) 567-8454 or Dr. Gerald R. Ferris Florida (850) 644-3548 both of Florida State University College of Business, or the Florida State University Institutional Review Board (850) 644-8633 for answers to questions about this research. Aggregated results will be provided upon request.

Thank you for taking the time to respond to this survey,

Fred R. Blass  
Doctoral Student  
Department of Management  
College of Business  
Florida State University

<b>Instructions: Please circle the number corresponding to the response that best describes how much you agree with each statement about yourself or your organization.</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Slightly Disagree</b>	<b>Neutral</b>	<b>Slightly Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. Experienced organizational members see advising or training newcomers as one of their main job responsibilities in this organization.	1	2	3	4	5	6	7
2. I am gaining a clear understanding of my role in this organization from observing my senior colleagues.	1	2	3	4	5	6	7
3. I have received little guidance from experienced organizational members as to how I should perform my job.	1	2	3	4	5	6	7
4. I have little or no access to people who have previously performed my role in this organization.	1	2	3	4	5	6	7
5. I have been generally left alone to discover what my role should be in this organization.	1	2	3	4	5	6	7
6. I understand how things "really work" on the inside of this organization.	1	2	3	4	5	6	7
7. I know who the most influential people are in my organization.	1	2	3	4	5	6	7
8. I do not have a good understanding of the politics in my organization.	1	2	3	4	5	6	7
9. I am not always sure what needs to be done in order to get the most desirable work assignments in my area.	1	2	3	4	5	6	7
10. I have a good understanding of the motives behind the actions of other people in the organization.	1	2	3	4	5	6	7
11. I can identify the people in this organization who are the most important in getting the work done.	1	2	3	4	5	6	7

<b>Instructions:</b> Please circle the number corresponding to the response that best describes how much you agree with each statement about yourself or your organization.	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
12. I spend a lot of time and effort at work networking with others.	1	2	3	4	5	6	7
13. I am able to make most people feel comfortable and at ease around me.	1	2	3	4	5	6	7
14. I am able to communicate easily and effectively with others.	1	2	3	4	5	6	7
15. It is easy for me to develop good rapport with most people.	1	2	3	4	5	6	7
16. I understand people very well.	1	2	3	4	5	6	7
17. I am good at building relationships with influential people at work.	1	2	3	4	5	6	7
18. I am particularly good at sensing the motivations and hidden agendas of others.	1	2	3	4	5	6	7
19. When communicating with others, I try to be genuine in what I say and do.	1	2	3	4	5	6	7
20. I have developed a large network of colleagues and associates at work who I can call on for support when I really need to get things done.	1	2	3	4	5	6	7
21. At work, I know a lot of important people and am well connected.	1	2	3	4	5	6	7
22. I spend a lot of time and effort at work developing connections with others.	1	2	3	4	5	6	7
23. I am good at getting people to like me.	1	2	3	4	5	6	7

24. It is important that people believe I am sincere in what I say and do.	1	2	3	4	5	6	7
25. I try to show a genuine interest in other people.	1	2	3	4	5	6	7

<b>Instructions:</b> Please circle the number corresponding to the response that best describes how much you agree with each statement about yourself or your organization.	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
26. I am good at using my connections and network to make things happen at work.	1	2	3	4	5	6	7
27. I have good intuition or "savvy" about how to present myself to others.	1	2	3	4	5	6	7
28. I always seem to instinctively know the right things to say or do to influence others.	1	2	3	4	5	6	7
29. I pay close attention to peoples' facial expressions.	1	2	3	4	5	6	7
30. I identify strongly with my chosen line of work.	1	2	3	4	5	6	7
31. My chosen line of work gives me a sense of well-being.	1	2	3	4	5	6	7
32. I get a sense of pride from my chosen line of work.	1	2	3	4	5	6	7
33. I am sometimes dissatisfied with my choice of career fields.	1	2	3	4	5	6	7
34. Compared to other areas of my life, my chosen line of work is <i>not</i> very important to me.	1	2	3	4	5	6	7
35. Sometimes I wish I had chosen a different career field.	1	2	3	4	5	6	7
36. If I were to describe myself	1	2	3	4	5	6	7

to someone, I would probably begin by stating my line of work.							
37. If I were to rank (in importance to me) all the things that I do, those things related to my line of work would be at or near the top.	1	2	3	4	5	6	7

**As a final step, please provide some basic background information on yourself.  
Again, all responses will be kept confidential.**

38. What is your age? (circle one)

20 or less      20—29      30—39      40—49      50—59  
60 or older

39. What is your gender? (circle one)

Male      Female

40. How do you describe yourself? (circle one)

White—not Hispanic      Black—not Hispanic

Hispanic or Latino

Asian or Pacific Islander      American Indian or Alaskan Native

Other \_\_\_\_\_

41. Which of the following best describes your education level? (Circle one)

High School      Some College

Bachelor Degree      Graduate Degree

42. How long have you been with the current organization?

Years \_\_\_\_\_ Months \_\_\_\_\_

43. How long have you been in your current position?

Years \_\_\_\_\_ Months \_\_\_\_\_

44. Which of the following levels best defines your current position? (Circle one)

Operational (concerned with issues facing your work unit within the next month)

Managerial (concerned with issues facing your work unit over the next year)

Executive (concerned with issues facing the organization next year and beyond)

Other \_\_\_\_\_

45. Which of the following categories includes your current annual salary? (Circle one)

Less than \$20,000      \$20,000—\$40,000      \$40,000—\$60,000

\$60,000—\$80,000      \$80,000—\$100,000      More than \$100,000

**Appendix B**  
**Approved Human Subjects Application for Study 1**

**FLORIDA STATE UNIVERSITY Application No.:**  
**Human Subjects Application**  
to the INSTITUTIONAL REVIEW BOARD  
for RESEARCH INVOLVING HUMAN SUBJECTS

The Federal Government and University policy require that the use of human subjects in research be monitored by the Institutional Review Board (IRB). The following information must be provided when humans are used in research studies, whether internally funded, extramurally funded or unfunded. Research in which humans are used may not be performed in the absence of IRB approval.

**PLEASE COMPLETE AND SUBMIT PAGES 1 AND 2 plus YOUR ANSWERS  
TO THE QUESTIONS (on page 3) IN TYPEWRITTEN FORM TO: HUMAN  
SUBJECTS COMMITTEE, Mail Code 2763, or**

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2035 E. Paul Dirac Drive, Box 15

**100 Sliger Bldg., Innovation Park  
Tallahassee, FL 32310**

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Researcher: Fred R. Blass Date: 20 May  
2002

Project Title: Political Skill and Organizational Socialization in Hotel Management

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Project Period (starting/ending dates): June 25, 2002 – September 1,  
2002

Position in University (faculty, etc.) If student, please indicate FSU Faculty Advisor:

Student – Faculty Advisor: Gerald R.  
Ferris

---

Department:  
Management

---

Telephone: 567-8454 E-Mail Address:  
rblass@prodigy.net

(where you can be reached in case of a problem with your application)

Mailing Address (where your approval will be mailed):

9903 Beaver Ridge Trail, Tallahassee, FL  
32312

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## **Mentally or Physically Challenged Subjects**

## **Children or Minor Subjects (under 18 years old) Prisoners, Parolees or Incarcerated Subjects**

## Filming, Video or Audio Recording of Subjects

## **Questionnaires or Survey(s) to be**

Review of Data Banks, Archives or Medical

## Records

Oral History

*Subjects' major language is not English*

Involves Deception (if yes, fully describe at

**Question No. 7)** Exclusion of Women or Children Subjects (must explain why they are being excluded)

This document is available in alternative format upon request by calling (904) 644-8633

Human Subjects Approval (Ex 11-08)

1

## Subjects studied at FSU

## **Students as Subjects**

## **Employees as Subjects**

## Pregnant Subjects

Fetal-placental or surgical pathology tissue(s)

Involves Blood Samples (fingernails/venipuncture etc)

### **Subjects to be paid**

**Survey Techniques:** Check applicable category if the only involvement of human subjects will be in one or more of the following categories:

- Research on normal educational practices in commonly accepted educational settings  
 Research involving educational tests (cognitive, diagnostic, aptitude, achievement)  
 Research involving survey or interview procedures (*if checked, please see below*)  
 Research involving the collection or study of existing data, documents, records, specimens

*If research involves use of survey or interview procedures to be performed, indicate:*

1. *Responses will be recorded in such a manner that human subjects cannot be identified, by persons other than the researcher, either directly or through identifiers linked to the subjects.*

yes  no

2. *Would subject's responses, if they became known outside the research, reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability.*

yes  no

3. *The research deals with sensitive aspects of the subject's own behavior, such as illegal conduct, drug use, sexual behavior, or use of alcohol.*

yes  no

**Does Research Involve Greater Than Minimal Risk to Human Subjects?**  Yes  No  
(If yes, explain in full at Question No. 2)

*"Minimal Risk" means that the risks of harm anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.*

I HAVE READ THE FLORIDA STATE LETTER OF ASSURANCE FOR THE PROTECTION OF HUMAN SUBJECTS IN RESEARCH AND AGREE TO ABIDE BY IT. I ALSO AGREE TO REPORT ANY SIGNIFICANT AND RELEVANT CHANGES IN PROCEDURES AND INSTRUMENTS AS THEY RELATE TO SUBJECTS TO THE CHAIR, HUMAN SUBJECTS COMMITTEE, OFFICE OF RESEARCH.

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RESEARCHER (signature)

(Date)

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FSU FACULTY ADVISOR (signature)  
(Application will not be processed without Advisor's signature)

(Date)

Page 2

Application (rev. 11-99)

Human Subjects

**Questions  
FOR RESEARCH INVOLVING HUMAN SUBJECTS**

**USE ADDITIONAL SHEETS FOR ANSWERING THE FOLLOWING QUESTIONS  
PLEASE SUBMIT YOUR ANSWERS IN TYPEWRITTEN FORM**

- 1. GIVE A COMPLETE DESCRIPTION OF YOUR RESEARCH PROCEDURES AS THEY RELATE TO THE USE OF HUMAN SUBJECTS.** This description should include the subjects themselves (number of participants, sex, ages), instructions given to participants, activities in which subjects will participate or engage in, special incentives and experimental procedures. Please avoid the use of abbreviations or scientific terms, unless those items are defined in your procedures. *If tests, questionnaires or surveys are to be used, copies should be attached and submitted with this application.* If your proposed research involves humans in physical exercise, please review the committee's guidelines on the subject (available upon request).

**ANSWER:** The 52-item questionnaire will be administered to 100-200 hundred hotel managers representing gender, age and ethnic diversity. These hotel managers (approximately 20-25 per hotel) will be attending executive management seminars. These managers will include General Managers, and area managers from marketing/sales, rooms, food & beverage, accounting, human resources, etc.

- 2. HAVE THE RISKS INVOLVED BEEN MINIMIZED AND ARE THEY REASONABLE IN RELATION TO ANTICIPATED BENEFITS OF THE RESEARCH, IF ANY, TO THE SUBJECTS AND THE IMPORTANCE OF THE KNOWLEDGE THAT MAY REASONABLY BE EXPECTED TO RESULT?**

**ANSWER:** Yes.

**WHAT PROVISIONS HAVE BEEN MADE TO INSURE THAT APPROPRIATE FACILITIES AND PROFESSIONAL ATTENTION NECESSARY FOR THE HEALTH AND SAFETY OF THE SUBJECTS ARE AVAILABLE AND WILL BE UTILIZED?**

**ANSWER:** Survey will be administered during a conference at the conference facilities.

- 3. DESCRIBE PROCEDURES TO BE USED TO OBTAIN INFORMED CONSENT.** (See attached sample and tips on Informed Consent attached to this application.) *Attach a copy of the informed consent you will use when submitting this application.* ALSO, PLEASE ANSWER THE FOLLOWING:

- (A) WHO WILL BE OBTAINING INFORMED CONSENT?
- (B) WHEN WILL THE SUBJECTS BE ASKED TO PARTICIPATE AND SIGN THE CONSENT FORM?
- (C) IN USING CHILDREN, HOW WILL THEIR ASSENT BE OBTAINED? ("Assent" is an additional requirement. Please see attached sample regarding this procedure.)

**ANSWER:** (A) Dr. Robert Brymer, FSU College of Business.

(B) Respondents will be asked to voluntarily participate in the survey during management workshops at the conference.

(C) N/A

- 4. DESCRIBE HOW POTENTIAL SUBJECTS FOR THE RESEARCH PROJECT WILL BE RECRUITED.**

**ANSWER:** Volunteers will be solicited from among those attending the management conference.

**5. WILL CONFIDENTIALITY OF ALL SUBJECTS BE MAINTAINED? HOW WILL THIS BE ACCOMPLISHED? PLEASE ALSO SPECIFY WHAT WILL BE DONE WITH ALL AUDIO AND/OR VISUAL RECORDINGS, IF APPLICABLE, PICTURES AND PERSONAL DOCUMENTATION OF SUBJECTS BOTH DURING AND AFTER COMPLETION OF THE RESEARCH.**

**ANSWER:** Names of individual's or the name of their organization will not be solicited.

**6. IS THE RESEARCH AREA CONTROVERSIAL AND IS THERE A POSSIBILITY YOUR PROJECT WILL GENERATE PUBLIC CONCERN? If SO, PLEASE EXPLAIN.**

**ANSWER:** No.

**7. DESCRIBE THE PROCEDURE TO BE USED FOR SUBJECT DEBRIEFING AT THE END OF THE PROJECT. IF YOU DO NOT INTEND TO PROVIDE DEBRIEFING, PLEASE EXPLAIN.**

**ANSWER:** No debriefing will be provided. The results of the survey are primarily intended to validate the survey instrument for future research.

Application (rev. 8/96)



Office of the Vice President  
For Research  
Tallahassee, Florida 32306-2763  
(850) 644-8673 · FAX (850) 644-4392

## APPROVAL MEMORANDUM

Human Subjects Committee

Date: 1/21/2003

**Fred Blass**  
**9903 Beaver Ridge Trail**  
**Tallahassee FL 32312**

Dept.: Management

From: David Quadagno, Chair *DQ/ph*

Re: Use of Human Subjects in Research  
Socialization Tactics, Content, and Career Effectiveness: The Role of Political Skill in Contextual Adjustment and Effectiveness

The forms that you submitted to this office in regard to the use of human subjects in the proposal referenced above have been reviewed by the Secretary, the Chair, and two members of the Human Subjects Committee. Your project is determined to be exempt per 45 CFR § 46.101(b) 2 and has been approved by an accelerated review process.

The Human Subjects Committee has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval does not replace any departmental or other approvals, which may be required.

If the project has not been completed by 1/20/2004 you must request renewed approval for continuation of the project.

You are advised that any change in protocol in this project must be approved by resubmission of the project to the Committee for approval. Also, the principal investigator must promptly report, in writing, any unexpected problems causing risks to research subjects or others.

By copy of this memorandum, the chairman of your department and/or your major professor is reminded that he/she is responsible for being informed concerning research projects involving human subjects in the department, and should review protocols of such investigations as often as needed to insure that the project is being conducted in compliance with our institution and with DHHS regulations.

This institution has an Assurance on file with the Office for Protection from Research Risks. The Assurance Number is IRB00000446.

Cc: Gerald R Ferris  
HSC No 2002 648

**Appendix C**  
**Study 2 Survey Items**

Dear Florida State Graduate,

Thank you for participating in this survey. Your responses will directly contribute to our understanding of how organizations can better accommodate the needs of employees during times of transition.

By voluntarily participating in the survey, you are providing us your consent to use your responses in our study. The results of this survey will provide a valuable tool for managerial decision making and will be made available to all interested participants.

All information in this survey will be kept strictly anonymous and under no circumstances will individual responses be assessable by anyone other than the research team. You have the right to not participate or to withdraw from participation at anytime without prejudice, penalty or loss of benefits to which you are otherwise entitled.

Should you choose to the web-based version of the survey, simply go to [www.blassresearch.com](http://www.blassresearch.com) and select the "survey" link. This will take you to the survey which is hosted by a commercial internet survey provider. At no time will you be asked to identify yourself, nor will your IP address or email address be recorded. To insure a reasonable level of control to the access of the survey, please use the generic password "fsualum" to access the survey.

Please ensure the completed survey is postmarked by **Monday, 24 February 2003**. If you choose to take the web-based version, please complete it by **Monday, 3 March 2003**.

Feel free to email me, Fred R. Blass, at [frb6728@cob.fsu.edu](mailto:frb6728@cob.fsu.edu) or call me at (850) 567-8454 for answers to questions about this research. You may also contact Dr. Gerald R. Ferris (850) 644-3548 also of Florida State University College of Business, or the Florida State University Institutional Review Board (850) 644-8633. An abstract of the results of this study will be provided upon request.

Thank you for taking the time to respond to this survey,

Fred R. Blass  
Ph. D. Candidate  
Department of Management  
College of Business  
Florida State University

## **Socialization Tactics**

### **Collective**

1. In the last six months, I have been extensively involved with other new recruits in common, job related training activities.
2. Other newcomers have been instrumental in helping me to understand my job requirements.
3. This organization puts all newcomers through the same set of learning experiences.
4. Most of my training has been carried out apart from other newcomers.(R)<sup>1</sup>
5. There is a sense of “being in the same boat” amongst newcomers in this organization.

### **Formal**

6. I have been through a set of training experiences which are specifically designed to give newcomers a thorough knowledge of job related skills.
7. During my training for this job I was normally physically apart from regular organizational members.
8. I did not perform any of my normal job responsibilities until I was thoroughly familiar with departmental procedures and work methods.
9. Much of my job knowledge has been acquired informally on a trial and error basis.(R)
10. I have been very aware that I am seen as “learning the ropes” in this organization.

### **Investiture**

11. I have been made to feel that my skills and abilities are very important in this organization.
12. Almost all of my colleagues have been supportive of me personally.

13. I have had to change my attitudes and values to be accepted by this organization.(R)
14. My colleagues have gone out of their way to help me adjust to this organization.
15. I feel that experienced organizational members have held me at a distance until I conform to their expectations.(R)

**Sequential**

16. There is a clear pattern in the way one role leads to another or one job assignment leads to another in this organization.
17. Each stage of the training process has, and will, expand and build upon the job knowledge gained during the preceding stages of the process.
18. The movement from role to role and function to function to build up experience and a track record is very apparent in this organization.
19. This organization does not put newcomers through an identifiable sequence of learning experiences.(R)
20. The steps in the career ladder are clearly specified in this organization.

**Serial**

21. Experienced organizational members see advising or training newcomers as one of their main job responsibilities in this organization.
22. I am gaining a clear understanding of my role in this organization from observing my senior colleagues.
23. I have received little guidance from experienced organizational members as to how I should perform my job.(R)
24. I have little or no access to people who have previously performed my role in this organization.(R)

25. I have been generally left alone to discover what my role should be in this organization.(R)

**Fixed**

26. I can predict my future career path in this organization by observing other people's experiences.

27. I have a good knowledge of the time it will take me to go through the various stages of the training process in this organization.

28. The way in which my progress through this organization will follow a fixed timetable of events has been clearly communicated to me.

29. I have little idea when to expect a new job assignment or training exercise in this organization.(R)

30. Most of my knowledge of what may happen to me in the future comes informally, through the grapevine, rather than through regular organizational channels.(R)

**Socialization Content**

**History**

31. I know very little about the history behind my work group/department. (R)

32. I am not familiar with the organization's customs, rituals, ceremonies, and celebrations.(R)

33. I know the organization's long-held traditions.

34. I would be a good resource in describing the background of my work group/department.

35. I am familiar with the history of my organization.

### **Language**

36. I have not mastered the specialized terminology of my trade/profession.(R)
37. I have not mastered this organization's slang and special jargon.(R)
38. I do not always understand what the organizations' abbreviations and acronyms mean.(R)
39. I understand the specific meanings of words and jargon in my trade/profession.
40. I understand what most of the acronyms and abbreviations of my trade/profession mean.

### **Politics**

41. I understand how things "really work" on the inside of this organization.
42. I know who the most influential people are in my organization.
43. I do not have a good understanding of the politics in my organization.(R)
44. I am not always sure what needs to be done in order to get the most desirable work assignments in my area.(R)
45. I have a good understanding of the motives behind the actions of other people in the organization.
46. I can identify the people in this organization who are the most important in getting the work done.

### **People**

47. I do not consider any of my coworkers as my friends.(R)
48. I am usually excluded in social get-togethers given by other people in the organization.(R)
49. Within my work group, I would easily be identified as "one of the gang."

50. I am usually excluded in informal networks or gatherings of people within this

organization.(R)

51. I am pretty popular in this organization.

52. I believe most of my coworkers like me.

### **Organizational Goals and Values**

53. I would be a good representative of my organization.

54. The goals of my organization are also my goals.

55. I believe that I fit in well with my organization.

56. I do not always believe in the values set by my organization.(R)

57. I understand the goals of my organization.

58. I would be a good example of an employee who represents my organizations values.

59. I support the goals that are set by my organization.

### **Performance Proficiency**

60. I have not yet learned “the ropes” of my job.(R)

61. I have learned how to successfully perform my job in an efficient manner.

62. I have mastered the required tasks of my job.

63. I have not fully developed the appropriate skills and abilities to successfully perform  
my job. (R)

64. I understand what all the duties of my job entail.

### **Self-Monitoring**

65. In social situations, I have the ability to alter my behavior if I feel that something else  
is called for.

66. I have the ability to control the way I come across to people, depending on the impression I wish to give them.
67. When I feel that the image that I am portraying isn't working, I can readily change it to something that does.
68. I have found that I can adjust my behavior to meet the requirements of any situation I find myself in.
69. Once I know what the situation calls for, it's easy for me to regulate my actions accordingly.

### **Political Skill**

70. I spend a lot of time and effort at work networking with others. (SC)<sup>2</sup>
71. I am able to make most people feel comfortable and at ease around me. (II)<sup>3</sup>
72. I am able to communicate easily and effectively with others. (II)
73. It is easy for me to develop good rapport with most people. (II)
74. I understand people very well. (SA)<sup>4</sup>
75. I am good at building relationships with influential people at work. (SC)
76. I am particularly good at sensing the motivations and hidden agendas of others. (SA)
77. When communicating with others, I try to be genuine in what I say and do. (G)<sup>5</sup>
78. I have developed a large network of colleagues and associates at work who I can call on for support when I really need to get things done. (SC)
79. At work, I know a lot of important people and am well connected. (SC)
80. I spend a lot of time and effort at work developing connections with others. (SC)
81. I am good at getting people to like me. (II)
82. It is important that people believe I am sincere in what I say and do. (G)

83. I try to show a genuine interest in other people. (G)
84. I am good at using my connections and network to make things happen at work. (SC)
85. I have good intuition or “savvy” about how to present myself to others. (SA)
86. I always seem to instinctively know the right things to say or do to influence others.  
(SA)
87. I pay close attention to peoples’ facial expressions. (SA)

### **Career Effectiveness**

#### **Career Involvement**

88. I identify strongly with my chosen line of work.
89. My chosen line of work gives me a sense of well-being.
90. I get a sense of pride from my chosen line of work.
91. I am sometimes dissatisfied with my choice of career fields.(R)
92. Compared to other areas of my life, my chosen line of work is *not* very important to  
me.(R)
93. Sometimes I wish I had chosen a different career field.(R)
94. If I were to describe myself to someone, I would probably begin by stating my line of  
work.
95. If I were to rank (in importance to me) all the things that I do, those things related to  
my line of work would be at or near the top.

#### **Identity Resolution**

96. I clearly understand my capabilities.
97. I often feel confused about who I am as a person.(R)
98. I have a strong sense of personal identity.

99. I know what I want out of life.

### **Adaptability**

100. I like to try new and different things in my job.

101. I do not like having to adapt to new and changing job conditions.(R)

102. I adapt easily to changes in my job.

### **Human Capital Variables**

103. Briefly Describe the major industry to which your current organization belongs.

(Banking, Marketing, Retail, etc.)

104. What is your age? (circle one)

20 or less      20—29      30—39      40—49

50—59      60 or older

105. What is your gender? (circle one)

Male      Female

106. How do you describe yourself? (circle one)

White—not Hispanic      Black—not Hispanic      Hispanic or Latino

Asian or Pacific Islander      American Indian or Alaskan Native

Other \_\_\_\_\_

107. Which of the following best describes your education level? (Circle one)

Bachelor Degree      Graduate Degree

108. What is the major of your most current business degree) (i.e. Management, Marketing, Hospitality, etc.)

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108. How long have you been with the current organization?

Years \_\_\_\_\_ Months \_\_\_\_\_

109. How long have you been in your current position?

Years \_\_\_\_\_ Months \_\_\_\_\_

110. Which of the following categories includes your current annual salary? (Circle one)

\$20,000—\$30,000    \$30,000—\$40,000    \$40,000—\$50,000

\$50,000—\$60,000    \$60,000—\$70,000    \$70,000—\$80,000

\$80,000—\$90,000    \$90,000—\$100,000    More than \$100,000

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Note <sup>1</sup>: Reverse scored items annotated with (R).

Note <sup>2</sup>: (SC) denotes item used to measure social capital dimension of political skill.

Note <sup>3</sup>: (II) denotes item used to measure interpersonal influence dimension of political skill.

Note <sup>4</sup>: (SA) denotes item used to measure social astuteness dimension of political skill.

Note <sup>5</sup>: (G) denotes item used to measure genuineness dimension of political skill.

## **Appendix D**

### **Approved Study 2 Human Subjects Application Study 2**

**FLORIDA STATE UNIVERSITY Application No.:**  
**Human Subjects Application**  
**to the INSTITUTIONAL REVIEW BOARD**  
**for RESEARCH INVOLVING HUMAN SUBJECTS**

The Federal Government and University policy require that the use of human subjects in research be monitored by the Institutional Review Board (IRB). **The following information must be provided** when humans are used in research studies, whether internally funded, extramurally funded or unfunded. Research in which humans are used may not be performed in the absence of IRB approval.

**PLEASE COMPLETE AND SUBMIT PAGES 1 AND 2 plus YOUR ANSWERS  
TO THE QUESTIONS (on page 3) IN TYPEWRITTEN FORM TO: HUMAN  
SUBJECTS COMMITTEE, Mail Code 2763, or**

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2035 E. Paul Dirac Drive, Box 15

**100 Sliger Bldg., Innovation Park  
Tallahassee, FL 32310**

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Researcher: Fred R. Blass Date: 3 December  
2002

Project Title: Socialization Tactics, Content, and Career Effectiveness: The Role of Political Skill in  
Contextual Adjustment and Effectiveness  
3

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Project Period (starting/ending dates): January 1, 2003 – June 1, 2003

Position in University (faculty, etc.) If student, please indicate FSU Faculty Advisor:

Student – Faculty Advisor: Gerald R.  
Ferris

Department:  
Management

Telephone: 567-8454 E-Mail Address:  
rbllass@prodigy.net  
(where you can be reached in case of a problem with your application)

Mailing Address (where your approval will be mailed):

**9903 Beaver Ridge Trail, Tallahassee, FL**  
**32312**

**Project is (please check one):**  dissertation  teaching  thesis  other

**Project is:**  unfunded  funded (*if funded, please complete the following*):

**Funding Agency (actual/potential):** 1. \_\_\_\_\_ 2. \_\_\_\_\_

**Contract/Grant No. (if applicable):** \_\_\_\_\_

**Survey Techniques:** Check applicable category if the only involvement of human subjects will be in one or more of the following categories:

- Research on normal educational practices in commonly accepted educational settings  
 Research involving educational tests (cognitive, diagnostic, aptitude, achievement)  
 Research involving survey or interview procedures (*if checked, please see below*)  
 Research involving the collection or study of existing data, documents, records, specimens

*If research involves use of survey or interview procedures to be performed, indicate:*

1. *Responses will be recorded in such a manner that human subjects cannot be identified, by persons other than the researcher, either directly or through identifiers linked to the subjects.*

yes  no

2. *Would subject's responses, if they became known outside the research, reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability.*

yes  no

3. *The research deals with sensitive aspects of the subject's own behavior, such as illegal conduct, drug use, sexual behavior, or use of alcohol.*

yes  no

**Does Research Involve Greater Than Minimal Risk to Human Subjects?**  Yes  No  
(If yes, explain in full at Question No. 2)

*"Minimal Risk" means that the risks of harm anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.*

I HAVE READ THE FLORIDA STATE LETTER OF ASSURANCE FOR THE PROTECTION OF HUMAN SUBJECTS IN RESEARCH AND AGREE TO ABIDE BY IT. I ALSO AGREE TO REPORT ANY SIGNIFICANT AND RELEVANT CHANGES IN PROCEDURES AND INSTRUMENTS AS THEY RELATE TO SUBJECTS TO THE CHAIR, HUMAN SUBJECTS COMMITTEE, OFFICE OF RESEARCH.

---

RESEARCHER (signature)

(Date)

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FSU FACULTY ADVISOR (signature)  
(Application will not be processed without Advisor's signature)

(Date)

FOR EVALUATION OF YOUR PROJECT, PLEASE CHECK THE FOLLOWING WHICH APPLY:

<b>Mentally or Physically Challenged Subjects</b>		<b>Subjects studied at FSU</b>						
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Subjects studied at non-FSU location(s)						
<b>Prisoners, Parolees or Incarcerated Subjects</b>		<b>Students as Subjects</b>						
<b>Filming, Video or Audio Recording of Subjects</b>		<b>Employees as Subjects</b>						
<b>Questionnaires or Survey(s) to be administered</b>		<b>Pregnant Subjects</b>						
<b>Review of Data Banks, Archives or Medical Records</b>		Fetal, placental or surgical pathology tissue(s)						
<b>Oral History</b>		Involves Blood Samples (fingerpricks/venipuncture, etc.)						
<i>Subjects' major language is not English</i>		<b>Subjects to be paid</b>						
Involves Deception (if yes, fully describe at Question No. 7)								
Exclusion of Women or Children Subjects (must explain why they are being excluded)								

**Questions  
FOR RESEARCH INVOLVING HUMAN SUBJECTS**

**USE ADDITIONAL SHEETS FOR ANSWERING THE FOLLOWING QUESTIONS  
PLEASE SUBMIT YOUR ANSWERS IN TYPEWRITTEN FORM**

- 1. GIVE A COMPLETE DESCRIPTION OF YOUR RESEARCH PROCEDURES AS THEY RELATE TO THE USE OF HUMAN SUBJECTS.** This description should include the subjects themselves (number of participants, sex, ages), instructions given to participants, activities in which subjects will participate or engage in, special incentives and experimental procedures. Please avoid the use of abbreviations or scientific terms, unless those items are defined in your procedures. *If tests, questionnaires or surveys are to be used, copies should be attached and submitted with this application.* If your proposed research involves humans in physical exercise, please review the committee's guidelines on the subject (available upon request).

**ANSWER:** Approximately 1300 currently employed graduates from FSU College of Business will solicited to participate. The 110-item questionnaire will be administered to those who volunteer. The graduates represent a demographically diverse group from across a wide range organizations.

- 2. HAVE THE RISKS INVOLVED BEEN MINIMIZED AND ARE THEY REASONABLE IN RELATION TO ANTICIPATED BENEFITS OF THE RESEARCH, IF ANY, TO THE SUBJECTS AND THE IMPORTANCE OF THE KNOWLEDGE THAT MAY REASONABLY BE EXPECTED TO RESULT?**

**ANSWER:** Yes.

**WHAT PROVISIONS HAVE BEEN MADE TO INSURE THAT APPROPRIATE FACILITIES AND PROFESSIONAL ATTENTION NECESSARY FOR THE HEALTH AND SAFETY OF THE SUBJECTS ARE AVAILABLE AND WILL BE UTILIZED?**

**ANSWER:** Survey will be mailed (or provided via an internet address) to those who volunteers.

- 3. DESCRIBE PROCEDURES TO BE USED TO OBTAIN INFORMED CONSENT.** (See attached sample and tips on Informed Consent attached to this application.) *Attach a copy of the informed consent you will use when submitting this application.* ALSO, PLEASE ANSWER THE FOLLOWING:

- (A) WHO WILL BE OBTAINING INFORMED CONSENT?
- (B) WHEN WILL THE SUBJECTS BE ASKED TO PARTICIPATE AND SIGN THE CONSENT FORM?
- (C) IN USING CHILDREN, HOW WILL THEIR ASSENT BE OBTAINED? ("Assent" is an additional requirement. Please see attached sample regarding this procedure.)

**ANSWER:** (A) Fred R. Blass, College of Business.

(B) Respondents will be asked to voluntarily participate in the survey.

(C) N/A

- 4. DESCRIBE HOW POTENTIAL SUBJECTS FOR THE RESEARCH PROJECT WILL BE RECRUITED.**

**ANSWER:** Potential volunteers will be contacted via a letter soliciting their participation. (See Attachment)

**5. WILL CONFIDENTIALITY OF ALL SUBJECTS BE MAINTAINED? HOW WILL THIS BE ACCOMPLISHED? PLEASE ALSO SPECIFY WHAT WILL BE DONE WITH ALL AUDIO AND/OR VISUAL RECORDINGS, IF APPLICABLE, PICTURES AND PERSONAL DOCUMENTATION OF SUBJECTS BOTH DURING AND AFTER COMPLETION OF THE RESEARCH.**

**ANSWER:** Names of individual's or the name of their organization will not be solicited, beyond that necessary for correspondence. Specific participant information is not included in the survey. The confidentiality of the respondents who chose to take the web-based version of the survey will also be assured and is explained in both the solicitation letter (See Attachment 1) and the consent letter (See Attachment 2). Both letters inform potential respondents of the choice to take the survey on-line or by the provided paper copy. If they chose to take it on-line, they will be instructed to go to [www.blassresearch.com](http://www.blassresearch.com) and select the "survey" link. This will take them to the survey which is hosted by a commercial internet survey provider ([www.surveymonkey.com](http://www.surveymonkey.com)). At no time will the respondents be asked to identify themselves nor will their IP address or email address be recorded. To insure a reasonable level of control to the access of the survey, the solicitation letter will include a generic password that will be used by all respondents to access the survey. This again assures that no single individual will be paired with his or her responses.

**6. IS THE RESEARCH AREA CONTROVERSIAL AND IS THERE A POSSIBILITY YOUR PROJECT WILL GENERATE PUBLIC CONCERN? IF SO, PLEASE EXPLAIN.**

**ANSWER:** No.

**7. DESCRIBE THE PROCEDURE TO BE USED FOR SUBJECT DEBRIEFING AT THE END OF THE PROJECT. IF YOU DO NOT INTEND TO PROVIDE DEBRIEFING, PLEASE EXPLAIN.**

**ANSWER:** No debriefing will be provided. The results of the survey are intended to support dissertation research. An abstract of the results will be provided to those participants who request it.

Application (rev. 8/96)



Office of the Vice President  
For Research  
Tallahassee, Florida 32306-2763  
(850) 644-8673 · FAX (850) 644-4392

## APPROVAL MEMORANDUM

Human Subjects Committee

Date: 1/21/2003

Fred Blass  
9903 Beaver Ridge Trail  
Tallahassee FL 32312

Dept.: Management

From: David Quadagno, Chair *DD/ph*

Re: Use of Human Subjects in Research  
Socialization Tactics, Content, and Career Effectiveness: The Role of Political Skill In  
Contextual Adjustment and Effectiveness

The forms that you submitted to this office in regard to the use of human subjects in the proposal referenced above have been reviewed by the Secretary, the Chair, and two members of the Human Subjects Committee. Your project is determined to be exempt per 45 CFR § 46.101(b) 2 and has been approved by an accelerated review process.

The Human Subjects Committee has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval does not replace any departmental or other approvals, which may be required.

If the project has not been completed by 1/20/2004 you must request renewed approval for continuation of the project.

You are advised that any change in protocol in this project must be approved by resubmission of the project to the Committee for approval. Also, the principal investigator must promptly report, in writing, any unexpected problems causing risks to research subjects or others.

By copy of this memorandum, the chairman of your department and/or your major professor is reminded that he/she is responsible for being informed concerning research projects involving human subjects in the department, and should review protocols of such investigations as often as needed to insure that the project is being conducted in compliance with our institution and with DHHS regulations.

This institution has an Assurance on file with the Office for Protection from Research Risks. The Assurance Number is IRB00000446.

Cc: Gerald R Ferris  
HSC No 2002 648

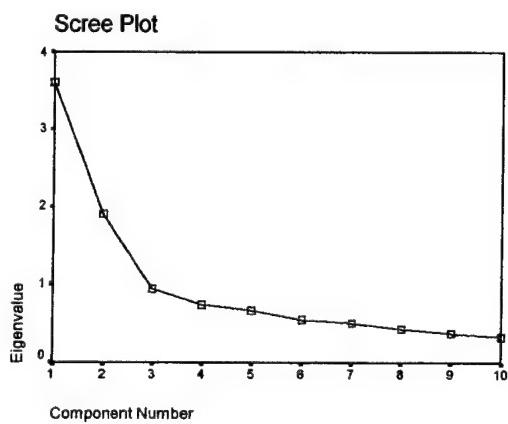
**Appendix E**  
**Results of Serial and Collective Tactics Factor Analysis**

### Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	
1	3.610	36.097	36.097	3.610	36.097	36.097	3.001
2	1.891	18.906	55.002	1.891	18.906	55.002	2.924
3	.943	9.427	64.430				
4	.735	7.349	71.778				
5	.665	6.645	78.423				
6	.542	5.415	83.838				
7	.495	4.952	88.791				
8	.424	4.236	93.027				
9	.372	3.720	96.747				
10	.325	3.253	100.000				

Extraction Method: Principal Component Analysis.

- a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.



**Pattern Matrix<sup>a</sup>**

	Component	
	1	2
Q1		.724
Q2		.723
Q3		.629
Q4		.772
Q5		.677
Q21	.784	
Q22	.772	
Q23	.756	
Q24	.524	.333
Q25	.776	

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 8 iterations.

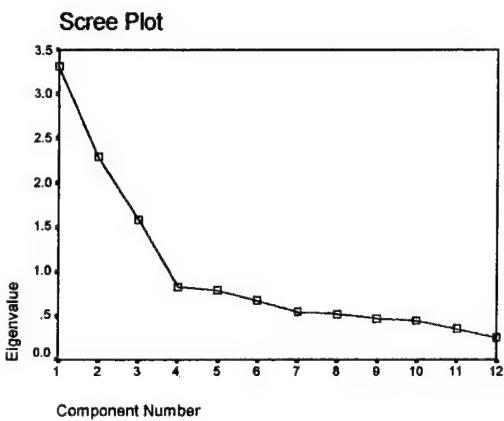
**Appendix F**  
**Results of Politics and People Content Areas Factor Analysis**

### Total Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Total
	Total	% of Variance	Cumulative %	
1	3.303	27.525	27.525	3.156
2	2.287	19.060	46.585	2.424
3	1.582	13.182	59.767	1.787
4	.829	6.908	66.674	
5	.787	6.556	73.230	
6	.665	5.544	78.774	
7	.536	4.463	83.238	
8	.512	4.269	87.507	
9	.469	3.905	91.412	
10	.439	3.656	95.068	
11	.343	2.859	97.926	
12	.249	2.074	100.000	

Extraction Method: Principal Component Analysis.

- a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.



### Component Matrix<sup>a</sup>

- 
- a. 3 components extracted.

**Pattern Matrix<sup>a</sup>**

	Component		
	1	2	3
Q41	.820		
Q42	.689		
Q43	.675		
Q44	.703		
Q45	.702		
Q46	.676		
Q47		.749	
Q48		.801	
Q49		.793	
Q50			.911
Q51			.883
Q52		.677	

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 4 iterations.

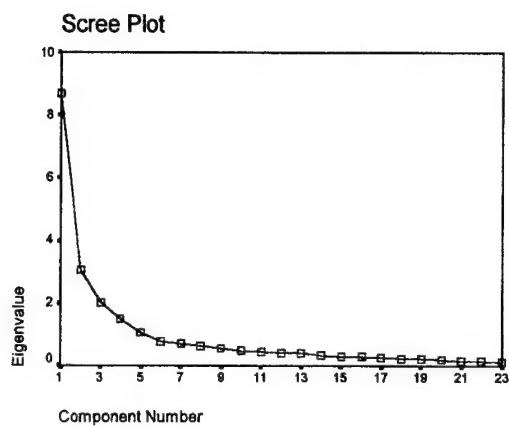
**Appendix G**  
**Results of Political Skill and Self-Monitoring Factor Analysis**

**Total Variance Explained**

Component	Initial Eigenvalues			Rotation Sums of
	Total	% of Variance	Cumulative %	
1	8.677	37.725	37.725	5.294
2	3.047	13.249	50.974	5.707
3	2.040	8.871	59.845	5.413
4	1.499	6.516	66.361	3.695
5	1.083	4.707	71.068	3.990
6	.789	3.430	74.499	
7	.710	3.088	77.587	
8	.639	2.780	80.367	
9	.549	2.386	82.753	
10	.468	2.037	84.790	
11	.452	1.965	86.755	
12	.401	1.745	88.501	
13	.391	1.701	90.202	
14	.333	1.447	91.649	
15	.295	1.284	92.933	
16	.285	1.239	94.171	
17	.261	1.136	95.307	
18	.234	1.016	96.323	
19	.209	.909	97.232	
20	.195	.847	98.079	
21	.165	.718	98.797	
22	.150	.654	99.452	
23	.126	.548	100.000	

Extraction Method: Principal Component Analysis.

- a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.



**Component Matrix<sup>a</sup>**

a. 5 components extracted.

**Pattern Matrix<sup>a</sup>**

	Component				
	1	2	3	4	5
Q73	.878				
Q71	.874				
Q72	.828				
Q68		-.901			
Q67		-.883			
Q69		-.876			
Q66		-.850			
Q65		-.842			
Q85	.256	-.507			.248
Q80			-.961		
Q70			-.788		
Q79			-.706		.247
Q84			-.636		.231
Q78			-.564	.274	
Q75	.307		-.519		.243
Q81	.422		-.461		
Q82				.900	
Q83				.823	
Q77				.774	
Q76					.854
Q87				.301	.710
Q74	.448			.214	.449
Q86	.307	-.319			.335

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 11 iterations.

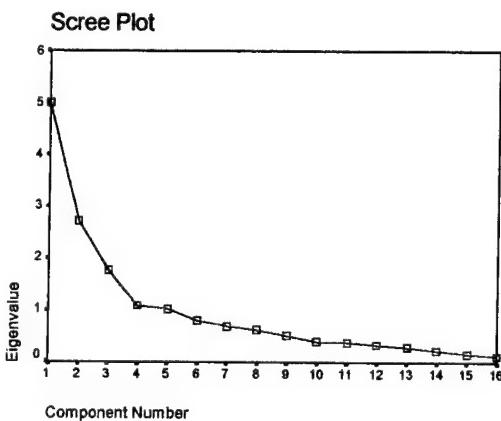
**Appendix H**  
**Results of Career Effectiveness Factor Analysis**

### Total Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Total
	Total	% of Variance	Cumulative %	
1	4.985	31.157	31.157	4.619
2	2.705	16.905	48.061	2.607
3	1.764	11.027	59.088	2.489
4	1.078	6.739	65.827	2.080
5	1.023	6.393	72.220	1.243
6	.795	4.970	77.190	
7	.677	4.234	81.424	
8	.620	3.873	85.297	
9	.504	3.150	88.448	
10	.401	2.508	90.956	
11	.370	2.311	93.267	
12	.330	2.065	95.332	
13	.286	1.789	97.121	
14	.210	1.314	98.434	
15	.146	.911	99.345	
16	.105	.655	100.000	

Extraction Method: Principal Component Analysis.

- a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.



### Component Matrix<sup>a</sup>

- 
- a. 5 components extracted.

**Pattern Matrix<sup>a</sup>**

	Component				
	1	2	3	4	5
Q89	.907				
Q88	.876				
Q90	.872				-.256
Q91	.790				.261
Q93	.790				
Q92	.639			.255	
Q97	.228	.829			
Q96		.748			-.252
Q99		.726			.248
Q98		.681	.204		
Q100			.856		
Q101			.808		
Q102			.802		
Q94				.888	
Q95	.216			.685	
JOBPERF					.859

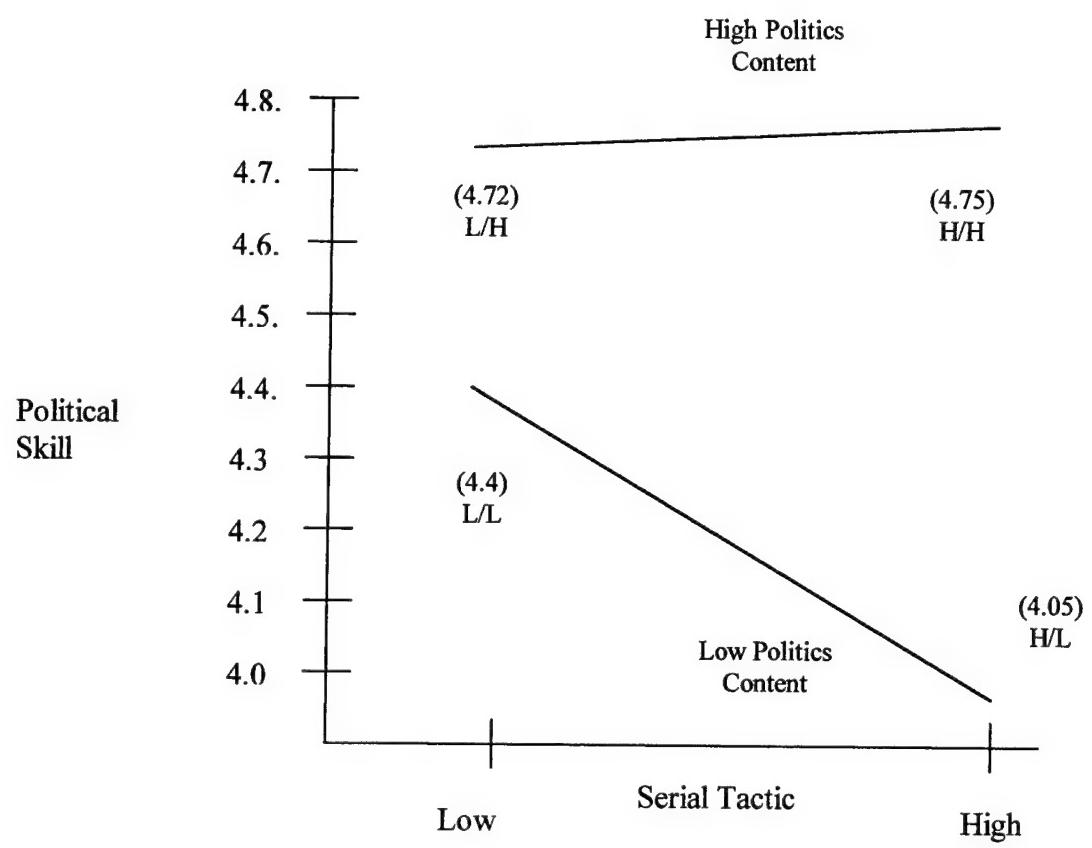
Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 7 iterations.

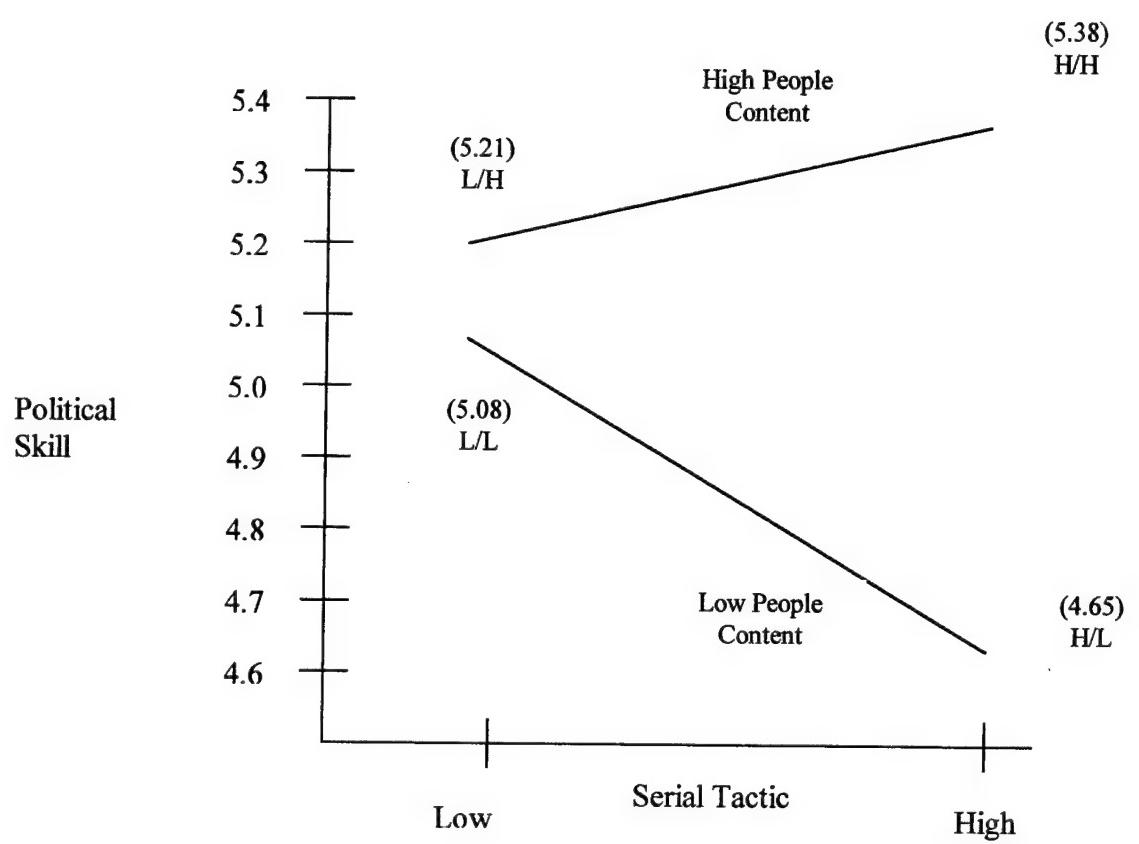
## **Appendix I**

### **Plot of Serial Tactic and Politics Content Area Interaction**



## **Appendix J**

### **Plot of Serial Tactic and People Content Area Interaction**



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- Strbiak, C. A., & Blass, R. (1998). Air Expeditionary Force: An integrative (Air Force) management exercise. *Refereed Proceedings of the 40<sup>th</sup> Annual Mountain Plains Management Conference*. Denver, Colorado.

## **Conference Presentations**

- Hall, A.T., Blass, F.R., & Ferris, G.R. (2003). Leader reputation and accountability: Implications for leader behavior. In A.P. Ammeter (Chair), *Leadership in a democratic organization: Positive and negative impacts of leader political skill*. Symposium presented at the Academy of Management, 63<sup>rd</sup> Annual National Meeting, Seattle.
- Blass, F. R. (2002). Individual reputation in organizations: A preliminary Conceptualization. Presentation at the *Annual Southern Management Association Conference*, November 6-9, Atlanta, GA.
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- Strbiak, C. A., & Blass, R. (1998, October). Air Expeditionary Force: An integrative (Air Force) management exercise. Presentation at the 40th *Annual Mountain Plains Management Conference*. Denver, Colorado.